Artikel Pendidikan Lingkungan_Adiwiyata Nasional

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DEVELOPING ENVIRONMENTAL CULTURED EDUCATION AND ITS IMPLICATIONS ON STUDENT COMPETENCE IN THE NATIONAL ADIWIYATA SCHOOL

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Abstract: Destructive behavior towards nature adversely affects ecological damage. The root of the ecological crisis lies in the structure of the value of human life that is lame in seeing and interacting with nature. Education is required to find solutions to these problems. Using a qualitative approach, this research located in The State Yunior High School 1 Larangan Pamekasan finds: first, developing environmental cultured education based on the vision and mission of the school and directed at the growing awareness of cultural environments in maintaining environmental safety from global warming. Second, the model of environmental culture is developed integratively through all subjects. The curriculum is directed at strengthening adiwiyata schools. Third, the development aspect was formulated in the *Adiwiyata* programs, namely school policy through an activity program with participatory and sustainable principles, environment-themed activities and clean and environmentally friendly lifestyle habits, the development of an integrated environment-based curriculum, participatory activities. Fourth, the implications for student competence include the cognitive domain, students are able to understand know about aspects of the development of environmental education. In the affective domain, students are able to demonstrate cultural attitudes and behavior. While in the psychomotor domain, students are able to develop their skills, creativity and productivity.

Keywords: *Education, Environment, Competence, Adiwiyata*

PENGEMBANGAN PENDIDIKAN BERBUDAYA LINGKUNGAN HIDUP DAN IMPLIKASINYA TERHADAP KOMPETENSI SISWA DI SEKOLAH ADIWIYATA NASIONAL

Abstrak: Perilaku destruktif terhadap alam berdampak buruk terhadap kerusakan ekologi. Akar krisis ekologis terletak pada bangunan struktur nilai hidup manusia yang timpang dalam memandang dan berinteraksi dengan alam. Dunia pendidikan dituntut untuk menemukan solusi terhadap problem tersebut. Dengan menggunakan pendekatan kualitatif, penelitian yang berlokasi di SMP Negeri 1 Larangan Pamekasan ini menghasilkan: *pertama,* pengembangan pendidikan berbudaya lingkungan berdasar pada visi dan misi sekolah serta diarahkan pada tumbuhnya kesadaran berbudaya lingkungan dalam menjaga keselamatan lingkungan dari pemanasan global. *Kedua,* model pendidikan berbudaya lingkungan dikembangkan secara integratif melalui semua mata pelajaran. Penyusunan kurikulum diarahkan pada penguatan sekolah adiwiyata. *Ketiga,*

aspek pengembangannya dirumuskan pada program kerja adiwiyata yaitu kebijakan sekolah melalui program kegiatan dengan prinsip partisipatif dan berkelanjutan, kegiatan bertema lingkungan serta pembiasaan pola hidup bersih dan peduli lingkungan, pengembangan kurikulum berbasis lingkungan secara integratif, kegiatan yang bersifat partisipatif. *Keempat,* implikasi pada kompetensi siswa meliputi ranah kognitif, siswa mampu memahami atau mengetahui tentang aspek-aspek pengembangan pendidikan berbudaya lingkungan. Pada ranah afektif, siswa mampu menunjukkan sikap dan perilaku berbudaya lingkungan. Sedangkan pada ranah psikomotorik, siswa mampu mengembangkan keterampilan, kreatifitas dan produktifitasnya.

Kata Kunci: *Pendidikan, Lingkungan Hidup, Kompetensi, Adiwiyata*

INTRODUCTION

Education has an important role in building human ecological beliefs, understanding and behavior. The emergence of various natural damages, disasters, floods, landslides and other environmental crises is assessed due to human activities outside the proportional limits, religious and cultural values. The impact of this destructive behavior on nature, the threat of human survival began to be felt (Ahmad, 2010: 57–58).

Almost all ecosystems are threatened by damage and degradation caused by humans. But the main concern is the loss of some ecosystems that play an important role in the evolutionary process. These areas include coral reefs, old lakes, low tide areas and tropical forests. These forests, called "evolutionary power centers", show the highest rate of diversification of evolution. Together with other biomes, they are "the womb of life" which is rich in species (Shiva, 2005: 29)

Ecological damage has become increasingly prominent and has even begun to defeat political and economic issues. Almost all countries have made a lot of environmental issues as the main issue in each country, including rich countries and economically poor countries. Even environmental issues have become an issue that can be an indicator of strengthening a country's democratic practices by arguing that the protection and fulfillment of environmental rights is part of citizen participation in developing democratic policies (Pramudianto, 2014: vii).

Moreover, ecological damage is considered a super sensitive issue. On the one hand, a few people act to destroy ecology on the basis of ambition and selfishness. On the other hand, the adverse effects of ecological damage are felt by almost all humans. All efforts are seen as absolutely necessary to prevent ecological damage from getting worse. This does not include disease disorders and the decline in the quality of human life due to environmental damage and pollution (Susilo, 2012: 3).

With the destruction of the environment, humans are just waiting for what disaster will befall the future. In fact, we have witnessed various floods, landslides and other disasters triggered by deforestation or forest destruction. Forests, which

have long been a source of life, are now a source of disaster. The flora and fauna inside become extinct due to mining activities and illegal logging. Almost all year in various regions in Indonesia are threatened by disasters, both natural disasters, such as: earthquakes, tsunamis, volcanic eruptions, floods, landslides, and fires (Sujarwo, Mulyadi, & Tohani, 2015: 12). Floods become an unavoidable natural disaster and continue to roll. Thousands of people became victims, lost their sources of income, and had to change jobs and shelter. From 1,582 incidents, there were around 240 deaths, 1.18 million people displaced, 24,365 houses and 484 public facilities damaged. The landslide was claimed to be the deadliest disaster during 2015 which killed 147 people.

The point of philosophical environmental problems, is the absence of a balance point of human relations with nature. Humans feel they have full power over the management of natural resources. As a result, there is an imbalance of what must be done and what not to do. Humans are finally trapped in the dichotomy of anthropocentrism and ecopocentrism (Saragih, 2016: 4). The dominance of the view of anthropocentrism, placing humans above nature, has made humans so powerful that they can do anything to achieve self satisfaction. In principle, the ecological crisis that has been the root of the problem lies in the structure of the value of human life that is lame in seeing and interacting with nature.

These environmental problems are immediately sought for alternative solutions to save human life on earth. Because saving the environment is essentially the saving of humanity itself (Soemarwoto, 2005: 179–184). The world of education is also required to be able to participate in finding solutions so that ecological damage does not lead to the nadir of destruction. Environmental problems cannot be overcome only through repositioning human relations with their natural environment, but also through reorientation of values, ethics and norms of life which are then concluded in collective action, as well as restructuring social relations between individuals, individuals with groups, groups with groups, and between groups with larger organizations (eg countries, international institutions).

The application of environmental education which has now been increasingly applied in schools is not employing students as workers in the school environment, but building a spirit of love for the environment, with the hope that the next generation will become a generation that is cultured and becomes a habit for all school community. As such, schools and all stakeholders and environmentalists conduct a holistic consistency with consumers of education about the role of the environment in the sustainability of life on earth, threats to life and life-saving solutions on earth, and explain the portion of school attention to the surrounding environmental ecosystem.

In this context, values and character formally formulated as a function and purpose of national education, students must have in order to be able to face the challenges of life at this time so as to encourage them to become members of the community who have superior personalities (Kulsum, 2011: 10), and has a high concern for the environment.

Based on the preliminary study, the authors observed that not all schools have an interest in environmental education. However, the State Junior High School 1 Larangan Pamekasan is one of the schools that has a great commitment and attention in realizing environmental culture through various development policies implemented, including curriculum, facilities and infrastructure, and so on. Since 2004, this school has launched and developed environmentally education. Several awards for schools that care for the environment have been won. In 2014, the school received the Adiwiyata School for East Java Province. In 2015, it was named the National Adiwiyata School. In 2017, this school was awarded the Adiwiyata Mandiri School.

Based on the context of the above research, the problem of this study is focused on: Firstly, the philosophical foundation for the development of environmentally-friendly education. secondly, the model for developing culturally-educated education. Thirdly, the aspects of developing culturally-educated education. Fourthly, the implications of developing environmental education towards the competency of students at the the State Junior High School 1 Larangan Pamekasan.

METHOD

To describe the focus of the study, it is necessary to look deeply at natural situations by using a qualitative approach. This type of research is categorized as case research, namely in-depth research on objects (humans, events, backgrounds, or documents) with the intention of understanding interrelationships between variables (Arikunto, 2006: 142).

The theoretical orientation of this research rests on phenomenology, in which researchers try to understand the meaning of events and their relation to the people in certain situations (Moleong, 2009: 17). Qualitative research methods based on phenomenology require a holistic approach, place the object of research in a multiple construction, see the object in a natural context, not partially (Muhadjir, 1998: 13)

The type of data in this study are the statements submitted by the research subjects in accordance with the set of questions raised by the researcher by referring to the focus of the existing research as a guideline. The data sources in this study are human and non-human. Human data sources are principals, teachers and students. The data is formulated in the form of transcripts of interviews and field notes. Whereas non-human data sources are carried out by way of documentation analysis. Data sources were obtained through observation, interviews and documentation.

While data analysis uses descriptive explorative analysis, involving 3 (three) components of analysis, namely data reduction, data display, and conclusions. The three components of the analysis are interactive. At the data reduction stage, categorization and grouping of data from observations, interviews and documentation are more important, meaningful, and that are in accordance with the objectives of the study. During data reduction, researchers can summarize, code and find themes. Through this reduction, the researcher sharpens

the organization of data so that the final conclusions can be drawn and verified to be used as research findings on the problem under study.

Meanwhile, checking the validity of the findings was done through an extension of the presence of the researcher, in-depth observation, triangulation, member checking, peer checking, and tracking the suitability of results.

RESULTS AND DISCUSSION
Results
Philosophical Foundation in Developing Environmental Cultured Education

Environmental cultured education in the State Yunior High School 1 Larangan Pamekasan was developed in accordance with the adiwiyata program which became the icon of this school. Development of environmental education in this school was directed at the growth of character of students to love the environment. This character planting is important to do to students considering the increasing awareness of the community to preserve, preserve and cultured the love of the environment. The community has decreased it concern for the environment. The character of students needs to be formed so that they can play an active role in maintaining cleanliness and environmental sustainability. The main consideration in the development of education is the creation of environmental sustainability and the safety of the earth from the threat of global warming.

The development of environmental education at State Yunior High School 1 Larangan Pamekasan is closely related to the formulation of the vision and mission of the school in which it encourages the creation of environmentally sound education. The vision of this school is "excellent in the quality of education armed with faith and piety and environmentally friendly." The development of education is expected that students can achieve and have noble character so they have care and responsibility to maintain cleanliness and beauty environment. The school's vision and mission provide a big boost to the school community to realize a school that is environmentally cultured.

The vision and mission are the direction and picture of the future that will be addressed by all school members in an effort to realize a school that cares about the environment. So that in turn born of qualified, excellent and responsible human resources in the management of environmentally education while maintaining noble moral values in daily behavior.

The Model of Environmental Education Development

Environmental culture education developed at this school is carried out integratively through all subjects taught to students. The curriculum that had been prepared was directed at strengthening schools as *Adiwiyata* (cultured) schools. The teachers integrate it through the instructional planning and syllabus that are compiled. In the instructional planning and Syllabus, the teacher includes material that is insightful to environmental education. They are looking for alternative development based on the content of the material being taught.

The environmental education in an integrated manner in learning is the introduction and understanding of the values of environmental education,

facilitation of obtaining awareness of the importance of values, and the internalization of values into daily behavior of students through the learning process, which takes place both inside and outside the class on all subjects. Basically, learning activities makes students master the targeted competencies, are also designed to make students know, be aware/care, and internalize values and make it behavior.

In the curriculum, basically each subject contains material related to environmental education. The integration of environmental education in subjects in junior high school leads to the internalization of values in everyday behavior through the learning process from the stages of planning, implementation, and assessment.

Some intructional plannings that have been prepared by subject teachers describe explicitly about the integration of environmental education in each subject. From the indicators and learning objectives formulated, each student is expected to have understanding, behavior and skills in the field of environmental education in accordance with the subjects taught.

Practically, based on observations it is known that the teachers in delivering subject matter not only convey the knowledge that is available in the subject matter, but also elaborated and inserted with the values of environmental education through portraying the real conditions that occur around the school, so that students can easily understand and understand and apply it well.

In order for environmental education to provide learning experiences for students, the development is carried out through several methods and approaches. Among the methods used are practical one, namely processing used goods into ready-to-use items. With this method, students can have direct learning experience, so they have the skills according to their learning goals. Among those carried out by students include: making organic waste into liquid fertilizer and organic fertilizer through biofori, making media and skills from organic waste such as making maps and places for tissue. This is where it is expected to be able to produce items that are useful and worth selling and included in the exhibition.

In the instructional planning document, it is known that there are teachers who use the method of discussion and demonstration with the Contextual Teaching and Learning (CTL) approach. In exploration activities, the teacher engages students actively in each learning activity; and facilitate students to conduct experiments in laboratories, studios or fields. In elaboration activities, the teacher facilitates students to present the results of individual and group work and facilitate students to do exhibitions, tournaments, festivals, and products produced.

Aspects in Developing Environmental Cultured Education

Several aspects that are the core of the development of cultural education in this school are focused on developing character or culture of love for the environment and saving the environment. In order to realize this, a number of adiwiyata work programs were formulated. The program is elaborated in the fields of policy formulated by the school, the creation of a school culture, the

development of an environment-based curriculum, activities involving other parties, and the development of environmentally-sound infrastructure.

Another development aspect is the creation of a school culture. Through the creation of this culture, school residents are accustomed to carrying out positive behaviors in maintaining the preservation of the school environment. Cultivating environmental care is an important program in environmental education (*adiwiyata*). Through several environment-themed activities, students are encouraged to practice good habits in maintaining cleanliness and preservation of the school environment. Some activities are expected to shape environmental culture such as clean Friday, clean class and environment, maintain and preserve mini forests around the school, and cultivate medicinal plants (toga), and nurseries.

In order to foster environmental habits and culture, this school socialize some mottos or slogans in various places in the school environment, to encourage students to carry out environmental actions in accordance with the content of the meaning of the motto or slogan. The school also provides reinforcement for environmental civilization, through the creation of several environmental management rules or regulations. Among them are the order of waste management, the rules of toilet use, the discipline of school environment management, electricity saving regulations, water saving regulations, the order to use the teacher's room and the order of the media space. To maximize the order, the school also provides moral appeal through pictures placed at several locations of facilities or facilities so that school residents can use them as economically as possible and according to their designation.

The aspect of the development of environmental education is also carried out by developing an environment-based curriculum. According to the school's vision and mission, all aspects of learning are integrated with environmental culture. Starting from the preparation of the curriculum, lesson plans and learning methods. In the curriculum, it is mentioned explicitly, aspects of the development of cultural education in the environment, for example the strengthening of environmental learning integrated in all subjects.

The curriculum was developed with a philosophical foundation that provides the basis for the development of all potential students to become qualified Indonesian human beings who are listed in the objectives of national education as well as being human beings behaving and culturally. This curriculum is also intended to accommodate the potential that exists in the region in order to maintain and develop regional culture, mastering science, norms, ethics and technology (science and technology) based on faith and piety so that human beings are faithful and devoted, skilled, artsy, cultured, technologically and culturally. The curriculum accommodates the importance of environmental education. The manifestation of environmental education in the curriculum is integrated in all subjects taught to students.

Based on such a curriculum, the development of environmental education can be implemented in accordance with the curriculum developed. Material development, learning models and varied learning methods are carried out to

provide students with an understanding of the environment that is associated with everyday environmental problems.

To realize a caring and cultured school, school residents are involved in various environmental learning activities. In addition, the school also involves the surrounding community in conducting various activities that provide good benefits for the school community in developing participatory based activities. The school has also collaborated with other agencies to expand networking and partnership in supporting environmental education.

The development of environmental education is also supported by the development or management of adequate facilities and infrastructure. The existence of facilities and infrastructure needs to be managed appropriately to support environmental culture. This school seeks the availability of facilities and infrastructure in accordance with *Adiwiyata* standards, such as natural laboratories specifically Toga plants (family medicinal plants), parks and classrooms as environmentally friendly areas with free garbage provisions, and provides separate trash cans (organic and inorganic) in classrooms and canteens school. With the availability of these facilities, teachers and students can use them directly, both for the benefit of the learning process or the interests of other activities.

Implications for Student's Competencies

The basic understanding of environmental education is an effort to change the behavior and attitudes carried out by various parties or elements of society. It aims to increase knowledge, skills and public awareness about environmental values and environmental issues which in the end can mobilize the community to play an active role in environmental conservation and safety efforts for the benefit of present and future generations. The model of the development of environmental education that is applied in this school has a significant impact on the development of student competence, both cognitive, affective and psychomotor.

Achieving competencies in the cognitive domain is directed at developing the ability of students to have knowledge or understanding of aspects of environmental education, such as knowledge about the impact of tree felling, love of the environment and its preservation. The ability to be achieved in the cognitive field in learning is adapted to competency standards in achieving subjects. Environmental education delivered through several subjects has provided sufficient understanding to recognize and know aspects of environmental management for students. This introduction is important as a first step in instilling attitudes and culture in preserving the environment for them.

The cognitive aspects of learning material in detail can be divided into four types, namely: facts, concepts, principles and procedures. Material types of facts are material in the form of names of objects, place names, people's names, symbols, historical events, names of parts or components of an object, and so forth. Material concepts in the form of understanding, definition, essence, core content. Principal type material in the form of propositions, formulas, adage postulates, paradigms, theorems. Procedure type material in the form of steps to

do things in sequence, for example steps to make used goods into finished goods, steps to make organic fertilizer, and so on.

While the affective aspect concerns the ability of students to accept, participate, assess, organize, and form a pattern of life. In this affective aspect, students are expected to have behaviors and attitudes that care about environmental sustainability. These behaviors and attitudes become a habit and culture for all school citizens, so that they can adopt a lifestyle with environmentally sound education.

Affective abilities obtained from environmental education are the formation of attitudes or characters about adiwiyata schools, namely the creation of knowledge and awareness of school residents in efforts to preserve the environment. This awareness has emerged for students and teachers to pay attention to the cleanliness around the classrooms and to maintain a classroom park for reforestation. The character of adiwiyata is realized by obtaining an adiwiyata award from year to year which is increasing. This can be achieved because all students in this school have been aware of the importance of cleanliness, greenery and have a high responsibility in maintaining the environment.

Environmental education includes affective aspects, namely behavior, values and commitments needed to build a sustainable society. Achieving these affective goals is usually difficult. Therefore, in learning the teacher needs to enter methods that allow clarification and internalization of values to take place. In environmental education needs to be raised or explained that in real life there are always differences in the values adopted by individuals. This difference in value can lead to controversy / contention. Therefore, environmental education needs to provide opportunities for students to develop skills that can improve problem solving skills.

Furthermore, psychomotor aspects involve the ability of students to carry out perceptions, carry out guided movements, make accustomed movements, make complex movements, adjust movement models and develop creativity. From this aspect, environmental education encourages students to have the skills to do some adiwiyata activities, such as the ability to produce works that can be used practically in school or outside of school.

There are several priority scales to reach Adiwiyata, either Adiwiyata Nasional or Adiwiyata Mandiri. Students are expected to have skills in managing the environment in mutual cooperation. Among the skills that are often done in this school is processing used goods into finished goods and ready to be used for certain needs. These skills are indeed emphasized so that they can utilize items that are considered garbage to be more useful and useful. Environmental culture education can encourage students to be more creative and innovative in producing several products that can be utilized by all parties.

Discussion

Philosophical Foundation in Developing Environmental Cultured Education

The development of environmental cultured education is directed at the growth of the character of students to love the environment. A person's character

cannot be immediately formed to be good, but requires an internalization process and a long and full of challenges. Character is rooted in individual personality and is a machine that encourages the way someone acts, behaves, says, and responds to something. Character enables individuals to achieve sustainable growth because characters provide consistency, integrity, and energy (Kertajaya, 2010: 3).

In the context of community and state life, it is believed that values and character formally formulated as a function and purpose of national education, must be possessed by students to be able to face life's challenges at this time so as to encourage them to become members of society who have superior personalities (Kulsum, 2011: 10). Such character internalizaton will foster positive character in students (Munir, 2010: xiii). The characters are developed through the stages of knowledge (knowing), implementation (acting), and habits. Thus, three character components that are good components of good character are needed, namely moral knowledge, moral feeling, and moral actions (Barus, 2015: 225).

Awareness of the importance of the environment needs to be internalized in humans and be done early so that the values of love for the environment are embedded. It is hoped that with the embedded values of love for the environment will continue to increase knowledge and understanding of the importance of the environment so as to foster their awareness to be involved in protecting and preserving the environment.

Environmental education creates good conditions for the school to become a place of learning and awareness of the school community, so that later the school community can responsible for efforts to save the environment and sustainable development. The main activity of an environment-oriented school is to create a caring and cultured school institution for schools.

The purpose of cultural education is to instill values in students so that they become a society that has habitus in their lives. A person's character manifests in an essential unity with his behavior and attitude towards life (Syarif, 2016: 29). People who love or are environmentally friendly, can be referred to as a green cultured society, which is an attitude that is reflected in society in creating an environment as a place for all living things, even reflected in theological (eco-theology) beliefs. Enforcement of such education will foster positive character in students (Munir, 2010: xiii).

In an effort to realize this goal, it is necessary the school managers have innovation and creativity in caring the environmental friendly. Because the concept of environmental culture is expected to improve the quality of students in managing environmental balance. Another goal is to form a harmonious student personality by paying attention to the developmental needs of the child in achieving intrapersonal intelligence, interpersonal, visual spatial, musical, advertisement intelligence, creativity intelligence, spiritual and moral intelligence, and emotional intelligence in managing environmental balance.

The Model of Environmental Education Development

Environmental cultured education that is developed integratively through all subjects taught to students. Integration of environmental education in subjects

leads to the internalization of values in everyday behavior through the learning process from the stages of planning, implementation, and assessment.

It is here that the task of education is to integrate new values with old values selectively, innovatively, and accommodatively in order to dynamize the development of education in accordance with the demands of the times and circumstances, without abandoning the fundamental values that become a benchmark for new values (Muhaimin, 2009: 36). An integrative model was chosen given the structure of the curriculum that was already packed with various materials both local and national content.

Through integrated learning, students can gain direct experience so that they can add the power to receive, store and apply the concepts they have learned. Thus, students are trained to be able to find themselves various concepts that are thoroughly studied (holistic), meaningful, authentic and active. The way of packaging learning experiences designed by teachers is very influential on the meaningfulness of experience for students. Experience that shows the connection between conceptual elements will make the learning process more effective. The conceptual linkages studied with the side of the field of study of the relevant sciences will form a cognitive scheme so that students gain wholeness and roundness of knowledge (Trianto, 2014: 7).

Environmental education is integrated into learning in each subject. Learning material related to norms or values in each subject needs to be developed, made explicit, and related to the context of everyday life. Thus, learning the values of environmental education is not only at the cognitive level, but touches on internalization, and real practice in the lives of everyday students in society. Also with this integrative model, the insight of all school people about the environment will increase.

Integrated learning offers learning models that make learning activities relevant and meaningful for students, both formal and informal activities, including active inquiry learning to passively absorb knowledge and facts, by empowering students' knowledge and experience to help them understand the world life (Kadir & Asrohah, 2014: 6).

In this context, the learning model used is contextual learning (contextual teaching and learning). Contextual learning is a learning model that links learning material with real-world situations that develop and occur in the environment around students so that he is able to connect and apply learning outcomes competencies with daily life (Yamin, 2008: 152). Contextual learning departs from the concept of thinking that meaning arises from the relationship between content and context. The more linkages students can find in a broad context, that will be more meaningful for them (Nurgiyantoro & Efendi, 2013: 385).

Contextual learning emphasizes high thinking power, collects and analyzes data, and solves certain problems both individually and in groups. This learning allows a calm and pleasant learning process because the learning process is done naturally and practices directly some of the material that has been learned. To strengthen the applicative learning experience, learning is needed which provides many opportunities for students to do, try, and experience themselves (learning to do) (Rusman, 2011: 189). Contextual learning is chosen, because

students can connect knowledge and skills, learn abstract concepts by carrying out practical activities, and connect subjects with the real life (Khairunnisa & Salamah, 2018: 25).

The contextual approach can be applied in any subject matter, including environmental education. According to the concept of contextual learning, "Learning will be more meaningful if students 'experience' what they learn, not just 'know' what they learn. Learning that is oriented towards mastery of material is proven to be successful in short-term 'remembering' competitions, but fails to equip students to solve problems in long-term life.

Aspects in Developing Environmental Culture Education

The core of development of environmental cultured education is focused on developing character or culture of environmental love which is then formulated in the *adiwiyata* work program. The program is elaborated in the field of policy carried out through environmental education activities by all school members in accordance with the basic principles of environmental culture namely participatory and sustainable.

Policy is referred as a series of actions and a direction to achieve goals. Things related to policies in an organization are input components that need to be utilized in an effort to obtain each product or output (Irianto, 2011: 34). The implementation of environmental education in schools is based on environmental policies, namely the statement of the school institution about the desires and principles relating to overall environmental performance. The policy is an action framework and the determination of targets and targets (objectives and targets). Top management, in this case the headmaster, establishes school environmental education policies, structures, and responsibilities.

The strategy for developing environmental education can be done through: 1) Power strategy, namely the strategy of civilizing environmental education in schools by using power or through people 's power, in this case the role of the principal with all his power is very dominant in making changes; 2) Persuasive strategy, which is carried out through the formation of opinions and views of the community or school members; and 3) Normative re-educative. Norms are rules that apply in the community. Norms are socialized through education. Normative coupled with re-educative (re-education) to instill and replace the paradigm of thinking of the old school community with the new (Muhaimin, 2009b: 328).

Another aspect of development is the creation of a school culture, namely the habit of carrying out positive behaviors in maintaining the preservation of the school environment. School culture in character building must be continuously built and developed by all involved in the education process in school (Azzet, 2010: 13). Such activities will increase students' knowledge and awareness about the environment (Maryuningsih, 2012: 50).

School culture is a set of assumptions that are built and shared by the organization as a moral in adapting to the external environment and internal integration process ((Mulyadi, 2010: 92). In order for environmental education to become long-lasting values, there must be a process of cultural internalization. Internalization means the process of instilling and developing a value / culture

into the self (part) of the person concerned. The cultivation and development of values is carried out through various methods of education and teaching didactics, such as education, direction, indoctrination, brain washing and so on (Dara, 1997: 82).

School culture is a force that moves and controls the behavior of its members in communicating with their environment. Culture serves as an adhesive that unites the organization. If the organization has a strong culture, then environmental education will become a habit in daily behavior and actions.

The aspect of the development of environmental education is also carried out by developing an environment-based curriculum. The curriculum is developed with a philosophical foundation that provides the basis for the development of all potential students to become quality Indonesian human beings who are listed in the goals of national education and become human beings who behave and are culturally cultured. Curriculum development is an important part of the education program (Marno & Supriyatno, 2008: 87). The curriculum can provide positive learning experiences for students, both in the form of learning materials, school environment conditions, teacher figures, interpersonal models of interaction and culture in schools (Baharuddin & Makin, 2010: 55).

Based on such a curriculum, the development of environmental education can be implemented in accordance with the curriculum developed. Material development, learning models and varied learning methods are carried out to provide students with an understanding of the environment that is associated with everyday environmental problems (local issues).

Some of the aspects of the development of environmental culture education are developed from the adiwiyata program formulated by the government which includes:

1. Development of caring and cultured environmental policies includes:
   a. Vision and mission of a caring and cultured school.
   b. School policies in developing learning about environmental education.
   c. Policies to increase the capacity of human resources (education and non-education personnel) in the field of environmental education.
   d. School policies in an effort to save natural resources.
   e. School policies that support the creation of a clean and healthy school environment.
   f. School policies for allocating and using funds for activities related to environmental problems.
2. Development of environment-based curriculum, carried out through:
   a. Development of cross-subject learning models.
   b. Excavation and development of material and environmental problems in the surrounding community.
   c. Development of environmental and cultural based learning methods.
   d. Development of curricular activities to increase students' knowledge and awareness about the environment.
3. Development of participatory based activities, can be done through:
   a. Creating extra-curricular / curricular activities in the field of environment based on participatory in schools.

b. Following environmental action activities carried out by outsiders.

c. Establish partnership activities or initiate the development of environmental education in schools.

4. Management or development of school support facilities, which are carried out through:

a. Development of functions of supporting facilities for existing schools for environmental education.

b. Improving the quality of environmental management inside and outside the school area.

c. Savings of natural resources (electricity, water, and stationery).

d. Improving the quality of healthy food services.

e. Development of a waste management system.

Implications for Student's Competencies

The model of the development of environmental education applied in this school has a significant impact on the development of student competence, both cognitive, affective and psychomotor. The cognitive domain is oriented to intellectual thinking skills, from the simplest to the complex (Munthe, 2014: 36). In the cognitive domain, cultured education is intended to find out how far the ability of students to know about the environment obtained through the learning process in accordance with the learning objectives. This concerns the ability of students to understand, synthesize, analyze the subject of learning given by the teacher.

While the affective aspect concerns the ability of students to accept, participate, assess, organize, and form a model of life. In this affective aspect, students are expected to have behaviors and attitudes that care about environmental sustainability. These behaviors and attitudes become a habit and culture for all school citizens, so that they can adopt a lifestyle with environmental education.

Affective abilities obtained from environmental education are the formation of attitudes or characters about adiwiyata schtools, namely the creation of knowledge and awareness of school residents in efforts to preserve the environment. Environmental education includes affective aspects, namely behavior, values and commitments needed to build a sustainable society. Schools that have received the *adiwiyata* predicate are considered to have succeeded in forming the character of student care for the environment (al-Anwari, 2016: 103–104).

Psychomotor aspects involve the ability of students to carry out perceptions, carry out guided movements, make accustomed movements, make complex movements, make adjustments to movement models and develop creativity. From this aspect, environmental education encourages students to have the skills to do some adiwiyata activities, such as the ability to produce works that can be used practically in school or outside of school. The motoric aspects of environmental education accentuate how students apply theory to daily behavior. At the implementation level, the learning process can be done in the simplest way. For example, sorting and disposing of garbage in its place, choosing products that

are environmentally friendly, planting and caring for trees and maintaining natural balance. Through simple activities, students are introduced to the attitude of maintaining and preserving the environment (Ahmad, 2010: 68).

Considering that environmental education is related to real problems, then the learning strategy should also be part of solving environmental problems. In this psychomomotor region, environmental education should be able to facilitate the achievement of higher order skills such as critical thinking, integrative and able to solve local environmental problems.With the development of such cultured education, the learning outcomes in this education give birth to students who are productive, creative, innovative, and effective through strengthening integrated attitudes, skills and knowledge. The end result is an increase and balance between the ability to become good people (soft skills) and humans who have the skills and knowledge to live properly (hard skills) from students which includes aspects of competency in attitude, knowledge, and skills (Sya'ban, 2018: 97)
.

CONCLUSION

Based on the description of the research findings and discussion above, the author can conclude the following:

1. The philosophical foundation for the development of environmental culture education in SMP Negeri 1 Larangan Pamekasan based on the vision and mission of the school. The development of environmental education is directed at the growing awareness of cultural environments in preserving and maintaining environmental safety from global warming.

2. The developed cultural education is carried out integratively through all subjects taught to students. The integration model is described in the curriculum document, the instructional planning and the syllabus he composed. Learning is carried out by providing learning experiences directly to students through varied methods.

3. The development aspect is formulated in the adiwiyata work program, namely school policy through an activity program with a participatory and sustainable principle, the creation of a school culture through environment-themed activities and clean and environmentally friendly lifestyle models, integrated development of environment-based curriculum, participatory activities, and the development of environmentally sound infrastructure and the use of the environment as a learning resource.

4. Implications for student competencies covering the cognitive domain, students are able to understand about aspects of the development of environmental education. In the affective domain, students are able to demonstrate cultural attitudes and behavior. While in the psychomotor domain, students are able to develop their skills, creativity and productivity.

P3M, who have facilitated research. Third, the principal and teachers of The State Yunior High School 1 Larangan Pamekasan who become informants.

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