



SCHOOL PRINCIPAL'S ROLE IN THE IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT FOR ADIWIYATA PROGRAM

**Lasno,
Ahmad Suriansyah,
Muhammad Saleh**

Master of Education Management Program,
Lambung Mangkurat University,
Indonesia

Abstract:

School management is one of the three pillars of implementing school-based management. Three things are the main emphasis in the implementation of school-based management, namely school management, standards and community participation. School management cannot be separated from the management of school principals whose transparency and accountability, including one of them is the management of the school environment (Adiwiyata). School-based management in the adiwiyata program is a manifestation of shared hopes and ideals, so there needs to be cooperation with the community, especially parents of students in the school. School-based management in the adiwiyata program is a manifestation of shared hopes and ideals, so cooperation with the community is needed parents of students at school. This research is a qualitative descriptive type from primary and secondary sources, with data collection techniques in the form of: interviews, observation and documentation. Data analysis using interactive analysis, data reduction, data presentation and conclusion drawing. The validity of the data is done by triangulation. The results of the research: (1) The role of principal in preparing adiwiyata work plans: (a) teachers, parents and committees to participate, (b) formulating the vision, mission, goals, objectives and program, (c) the Education Office and the Environmental Service to plan adiwiyata. (2) The principal implement the work plan: (a) invites parents, committees, Education Offices and LH in organizing, (b) division of tasks in adiwiyata, (c) make is achievement of the implementation of school adiwiyata, (d) make is APBS cultivation and environment, complement the infrastructure of cleanliness and beauty, (e) curriculum is based on the environment, carry out reforestation. (3) principals carry out adiwiyata monitoring and evaluation: (a) divide the task of supervising adiwiyata, (b) class guardian is record in books, (c) adiwiyata coordinators and homeroom supervisors monitor Clean Friday activities, (d) caring motivating parents, (e) instruments of monitoring and supervision, (f) replacing damaged plants, (4) supporting and inhibiting factors: (a) active teachers and students, (b) support of the

environmental service, Education Office Regency, (c) government policy, (d) land is cover 6000 m², large yard, (d) student are working together, (e) funding from the community, (f) inhibiting factors from nature, flooding, high temperatures. Suggestions: (1) the head office Education Pulang Pisau Regency and LH Pulang Pisau Regency are make the MOU adiwiyata, provide technical and non-technical assistance. (2) the principal is advised to collaborate with companies around developing participatory-based management in schools, (3) the teachers are advised to integrate the adiwiyata (green school) program concept in learning materials and teaching and learning in the classroom, plays an active role as an environmental lover model for students at school.

Keywords: the role of principal, school based management, adiwiyata program

1. Introduction

1.1 Research Background

The main purpose of the change in the National Education System is as an effort to renew education towards improving the quality of education (Rahayu et al. 2018). The most fundamental thing in that effort is the shifting of responsibilities that were originally under the government became the responsibility of the school autonomously. According to Sonhadji (2012), education is a process of transmitting culture to improve the quality of Indonesian people. To achieve these objectives, the optimal utilization of human resources is needed.

School management is one of the three pillars of implementing school-based management. Three things that become main emphasis in the implementation of school-based management, are school management, Active, Creative, Effective and Fun Learning (PAKEM) and community participation. Running school-based management is an effort to improve the quality of school programs. School development programs referred to: school management; Active, Creative, Effective and Fun Learning (PAKEM); and community participation (Nurkholis, 2003).

The Adiwiyata program is one of the activities of the Indonesian Ministry of Environment in an effort to encourage the creation of knowledge and awareness of school residents in the preservation of a healthy environment and prevent negative impacts of the environment.

School-based management in the Adiwiyata program is a manifestation of shared hopes and ideals, so there needs to be cooperation with the community, especially parents of students at the school. However, there is a need for transparency regarding the School Based Management (MBS) program.

The objective of the Adiwiyata program is the school community's responsibility to protecting and managing the environment through good school governance to support sustainable development (Tim Adiwiyata Tingkat Nasional, 2011). To achieve the objectives of school environment management, MBS is needed. Handayani (2003) explains school-based management is a process of managing people to realize a goal through planning, organizing, mobilizing, implementing, and monitoring by

utilizing science and art, in order to achieve the goals set. Environmental program management (Adiwiyata) according to Rosdiana, Asmara, and Wahyudi (2014), is a program related to planning, implementing, and evaluating environmental programs (Adiwiyata).

The principal holds the key to the success of improving the quality of graduates. Having provision of ability, expertise and skill so that the principal is able to run his school institution. Since Tahai Baru 2 Elementary School has been led by Hermanus, S.Pd.SD, the school's condition has been improved. For the success of SDN Tahai Baru 2, the Environmental Agency of Pulang Pisau Regency gave a trash cans. The achievement of Tahai Baru 2 Elementary School is second winner of Pulang Pisau Regency for school with friendly environment in 2014.

Research needs to be held immediately to answer all the problems above. Answering these problems will help the development and improvement of management quality, which in turn will improve the quality of education in general and especially in Tahai Baru 2 Elementary School, ultimately providing satisfaction to stakeholders.

2. Theoretical Basis

2.1 The Fundamentals and Concepts of School-Based Management

There are several factors that are the reasons why the school-based education management system in Indonesia, both public and private schools, is a must to implement in its implementation. Depdiknas (2001) states that schools as educational institutions know more about their strengths, weaknesses, opportunities and threats so that they can optimize the utilization of available resources to advance their institutions. Returning decisions made by schools as institutions will be more suitable to meet institutional needs because they know best what is best for their institutions.

The concept of school-based management is defined diverse by education experts according to Mulyasa (2004) stating that MBS is one form of education that offers schools to provide better and more adequate education for students and provide autonomy in management to improve staff performance offering direct participation to groups related to and increasing public understanding of education.

2.2 The Functions of School-Based Management

There are several aspects of functions decentralized to school in SBM, which include planning and evaluating school programs, managing curriculum, managing teaching and learning processes, managing staff, managing equipment and supplies, managing finance, student services, school and community relations, and managing school atmosphere (Depdiknas, 2001:21).

According to Terry (Ukas, 2005) there are 6 types of leadership as follows: 1) Type of personal leadership (personal leadership); 2) Non-personal leadership type; 3) Authoritarian leader type; 4) Democratic leadership type; 5) Paternalistic leadership type; 6) Type of leadership according to talent (indigenous leadership). According to

Kurt Levin (Ukas, 2005), the types of leadership are divided into three parts. 1) Autocratic types, namely leaders who are willing to work hard, earnest, thorough, and orderly according to applicable regulations, strict and obey instructions. 2) The democratic type is that the leader considers himself as part of the staff/group and together with the group tries to be responsible for carrying out his objectives. 3) Type of laissez-faire. This type of leader has a specificity immediately after the goal is explained to staff/subordinates, fully surrendering to complete the tasks that are his responsibility.

2.3 The Role of the Principal as a Leader

The role of the principal as a leader appears in an effort to influence school staff to carry out their tasks enthusiastically to achieve the principal's educational goals as:

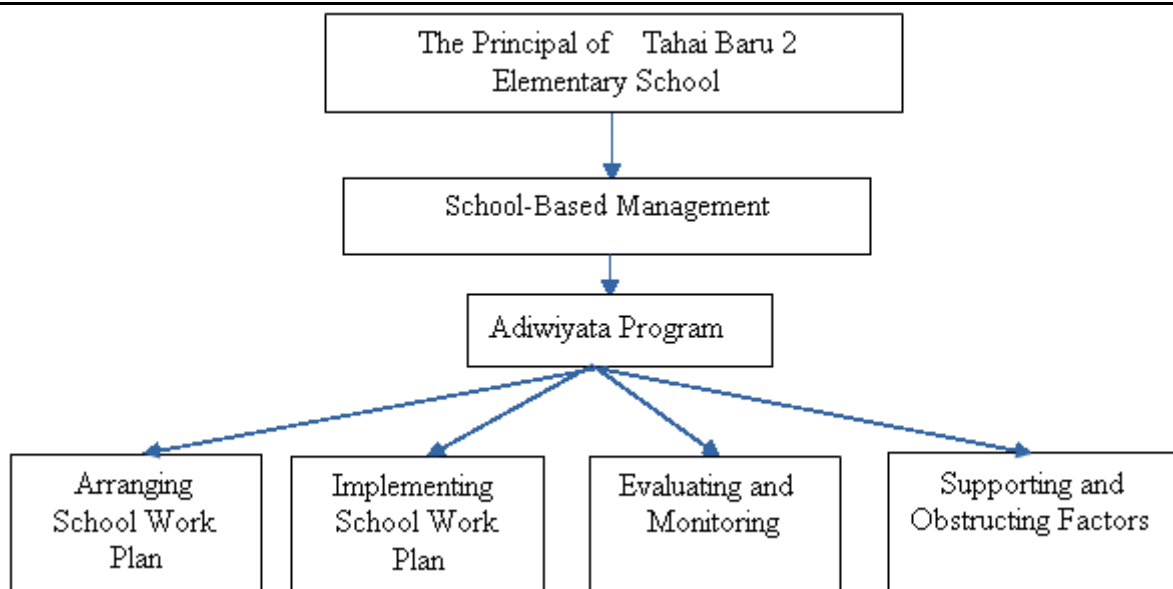
- a) Educational Leader;
- b) Management Leader;
- c) Administrative Leader;
- d) Supervisory Leader;
- e) Educator.

Successful principals are principals who understand the existence of schools as unique complex organizations, and are able to carry out their roles in leading schools.

2.4 Understanding the Adiwiyata Program

The Adiwiyata program is one of the activities of the Indonesian Ministry of Environment in an effort to encourage the creation of knowledge and awareness of school residents in the preservation of a healthy environment and prevent negative impacts of the environment. Rosdiana, Asmara, and Wahyudi (2014) explained the management of the Adiwiyata program, which is the Adiwiyata program which deals with the planning, implementation, and evaluation of the Adiwiyata program. Adiwiyata program control is a management process evaluating the stages of planning, organizing and implementing activities related to the environment. The planned control is appropriate or there have been improvements and even the development of the next program.

The overall MBS activities will reveal the positive and negative impacts on Tahai Baru 2 Elementary School. In the conceptual framework this is illustrated as the scheme below: Implementation of Adiwiyata School-Based Program Management (Case Study in Tahai Baru 2 Elementary School, Maluku District, Pulau Pisau Regency) as follows:



Based on the conceptual framework, to focus on taking research data as follows:

- a) Role of the principal in implementing MBS in the preparation of the work plan for the Adiwiyata program at Tahai Baru 2 Elementary School.
- b) Role of the principal in implementing MBS on the implementation of the Adiwiyata program work plan at Tahai Baru 2 Elementary School.
- c) Role of the principal in implementing MBS in evaluating and monitoring of the Adiwiyata program at Tahai Baru 2 Elementary School.
- d) Supporting and obstructing factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School.

3. Methods

This research is a descriptive qualitative study. Bogdan and Taylor define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behaviour (Moleong, 2007). This approach is directed at the background and the individual holistically (intact). So this should not isolate individuals or organizations into variables or hypotheses, but need to view them as part of something wholeness. Research on efforts to find theory from the ground up, is descriptive in nature, emphasizes processes rather than results.

According to Williams; (Moeloeng, 2007) that qualitative writing is collecting data on a natural setting by using natural methods and carried out by people or researchers naturally attracted. Obviously this definition illustrates that qualitative research prioritizes natural settings, natural methods, and is carried out by people or researchers who have natural attention. Data and information as follows:

1. Role of the principal in implementing MBS in the preparation of the work plan for the Adiwiyata program at Tahai Baru 2 Elementary School.

2. Role of the principal in implementing MBS on the implementation of the Adiwiyata program work plan at Tahai Baru 2 Elementary School.
3. Role of the principal in implementing MBS in evaluating and monitoring of the Adiwiyata program at Tahai Baru 2 Elementary School.
4. Supporting and obstructing factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School.

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 (Moeloeng, 2007). The study was carried out in Tahai Baru 2 Elementary School, Maluku Subdistrict, Pulang Pisau District. The research location is the place for conducting research in exploring data/information needed by researchers.

The data sources in the implementation of school-based management research in an effort to improve school performance in Tahai Baru 2 Elementary School are the Principal, Teachers, Parents and School Committees. The procedure for collecting data is how data can be obtained. Arikunto (2005) states that the method of data collection is a method used by researchers to collect data. According to Sugiyono (2010) states that data collection can be done in various ways including observation/observation, interviews, documentation, and merging of the three. Data collection methods used in this study are: 1) documentation, 2) observation 3) interviews. According to Arikunto (2005) data analysis is to provide an overview of research results in accordance with the actual conditions and expressed in a predicate that refers to the statement of state, size and quality.

This interpretation was carried out at the end of the study but was carried out throughout the research since the researchers first tried to understand the data obtained through observation and interviews by reviewing the data from certain categories. Moeloeng (2007) states that the data analysis process includes: data reduction, data categories, and synthesis. Furthermore, according to Matthew and Michel (Patilima, 2005), data analysis includes 3 activities, namely data reduction, data presentation/data display, and conclusion/verification.

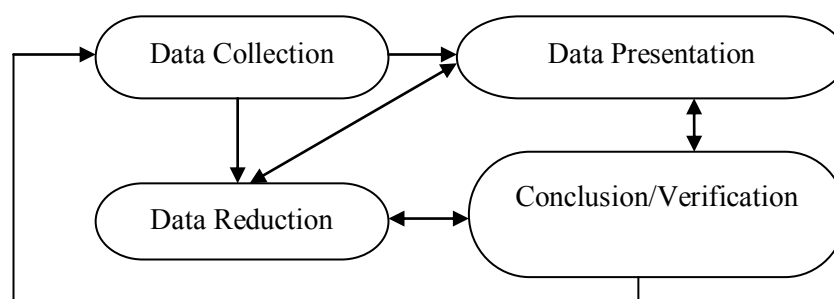


Figure 1: Components of Interactive Model Data Analysis Activities

Checking the validity of the data is an important one derived from the findings of several criteria, namely the degree of credibility, transferability, dependability and

confirmability (Moleong, 2007). Nasution (2007) suggested qualitative research, namely orientation, exploration, and member check, as follows:

- 1) Stages of Orientation is an orientation for preparation of data collection, carried out, namely submitting a letter of application to the Chair of the Management Master of Education Program at Lambung Mangkurat University Banjarmasin Prof. Drs. Ahmad Suriansyah, M.Pd., Ph.D, who issued a letter of recommendation, addressed to the Education Office of Pulang Pisau Regency. prepare interview and observation instruments,
- 2) Exploration Stages, researchers conduct interviews, more intensive observation in order to obtain complete data.
- 3) Stages of Field Exploitation, is the implementation of further data collection activities, including: (a) compiling data in the field by determining sources, (b) conducting more intensive interviews with principals, teachers, parents of students and committees of SDN Tahai Baru 2, District Maluku, Pulang Pisau Regency, (c) collect document and photo data as a complement to the main data of the study, and (d) make a research report

4. Results and Discussion

4.1 Objective Condition of Research Sites

Tahai Baru 2 Elementary School is located in the former village of Tahai Baru, which was established around 1982 administratively in the Kapuas Regency area. Initially SD Negeri Tahai Baru 2, Maluku Subdistrict, Pulang Pisau District, was named SDN UPT Pangkoh IV B Kanan. Since 2002 along with the expansion of Pulang Pisau Regency, it has changed to Tahai Baru 2 Elementary School, which has a vision: "Making schools that are quality, noble and environmentally friendly". Mission:

- 1) Growing the experience of worship of God Almighty.
- 2) Carry out active, creative, educative and fun learning.
- 3) Improving school performance.
- 4) Increase mutual cooperation among school members in the 7K program.
- 5) Building the trusted image of the school as a partner for work community.

The following are data of Students, Teachers and Infrastructure of the State Elementary School of Tahai Baru 2.

Table 1: Data of Students and Classes

Class												Total		Total Classes
I		II		III		IV		V		VI		M	W	
M	W	M	W	M	W	M	W	M	W	M	W			
16	3	14	10	12	11	15	9	7	10	9	10	74	52	6
19		24		23		24		17		19		126		6

Table 2: Teachers and Employees

Task/Position	Degree	Total
Principal	S.I/Akta.IV.PGSD	1
Classroom Teacher	S.1 PGSD	5
Islamic religious education teacher	S.1 GPAI	1
Christian religious education teacher	-	-
Hindu religious education teacher	-	-
Sport Teacher	-	-
Non-permanent Teacher	S.1 / PGSD	3
Librarian	-	-
School Guard	SD	1
Total		11

Table 3: School Facilities and Infrastructure

Building	Year	Condition			Wide	Origin
		Good	Normal	Damage		
Building Unit I	1982	-		3 rooms	192 m ²	Transmigration
Building Unit II	2003	-	2 rooms	-	72 m ²	Committee
Building Unit III	2003	1 rooms	-	-	49 m ²	P&K
Principal House	-	-	-	-	-	-
Teachers House	1983	-	1	1	27 m ²	P&k
Building Unit IV	2007	2 rooms	-	-	98 m ²	DAK 2007
WC	2003	2 rooms	2 rooms	-	6 m ²	CWSHP
Land					6000 m ²	Sp
Library	2008	1 R	-	-	72 m ²	

Table 4: Adiwiyata School Achievement in the Last 5 Years

Name	Level			Amount	Year
	DIS	REG	PROV		
Friendly Schools for Environment		2		1	2013
Adiwiyata School		2		1	2014
Friendly Schools for Environment		2		1	2015
Friendly Schools for Environment		2		1	2016
Adiwiyata School		1		1	2017

Table 5: Academic Achievement in the last 4 years

Type of Achievements	Level	Year	Name
Camp Competition	3rd kwaran	2015	Tahai Baru 2 Elementary School
Science Competition	1st in District	2015	Vivia Lestari
Science Competition	3rd in District	2015	Andri
Science Competition	Participant	2015	Trialdi Yusuf Harianto
Athletics Competition	2nd in District	2016	Lia Septiani
Painting Competition	3rd in District	2017	Deni Kurniawas
Poet Reading Competition	Participant	2017	Sigit Gusti Setyawan
Science Competition	Participant	2017	Anisa Nur Purnamasari
Math Competition	Participant	2017	Putri Bella Marissa
Telling Story Competition	Participant (Regency)	2017	Putri Bella Marissa
Telling Story Competition	Participant (Regency)	2018	Cristia Wulan Avrillia

5. Research Results

5.1 The Role of the Principal to Arrange the Adiwiyata Program Work Plan at Tahai Baru 2 Elementary School

"We along with student parents' representatives, school committees and teacher councils held meetings at SDN Tahai Baru 2 every year to make the vision, mission, goals and objectives of the school. The vision was determined to be a quality, noble and environmentally sound school. Regarding the environment-oriented school, its mission is to carry out creative, educative and fun (PAKEM) active learning, improve the performance of school members, increase the mutual cooperation of the school community in the 7K program, build a school image as a community partner to be trusted. skills, noble character and insight into the environment. school residents have a mutual cooperation attitude and have useful environmental insights both at school and in the community." (W/KS/H/3-8-18.01)

"Yes right, the school principal invites teachers, school committees, as well as several community leaders, to discuss the preparation of school work plans which are related to environmentally sound schools. At the beginning of this year, we were always involved in arranging school programs in the short term, in the form of annual programs, semester programs, as well as plans for school income and expenditure (RAPBS). While the long-term program has been established several years ago along with the vision, mission and goals of the school." (W/Gr/K/3-8-18. 02)

"We are invited to a meeting, the principal invited the teachers, school committees, as well as several community leaders, to discuss the preparation of school work plans in which it relates to environmentally sound schools. At the beginning of this year, we were always involved in arranging school programs in the short term, in the form of annual programs, semester programs, as well as plans for school income and expenditure (RAPBS). While the long-term program has been established several years ago along with the vision, mission and goals of the school." (W/Gr/K/3-8-18. 02)

"We also discussed the school infrastructure maintenance plan, in 2015 in the form of a 1, 2, 4 light classroom rehabilitation, heavy rehabilitation of the 3rd class room, repair of electrical installations, sanitation, garbage cans, painting of class flagpoles. In 2016 a plan was made to maintain the infrastructure for painting the front fence of a school, fish ponds, sports facilities for table tennis, badminton, composter, waterways, front school bridges, yard seating, painting of school buildings and toga care. School infrastructure maintenance plan, in 2017 in the form of making a backyard fence, inspirational space above the former excavation ground, school side bridges, student toilets and teacher toilets." (W/KS/H/27-8-18.01)

In addition, the Adiwiyata program planning from document data is in the form of an environment-based curriculum development with a purpose

- a) Get suggestions for curriculum improvement.
- b) Reviewing the existing curriculum to be corrected to conform to environmental principles.
- c) Improve lesson syllabus and teaching methods to support the aims and objectives of the new curriculum.
- d) Improve teacher quality.

Table 6: List of School Development Plan for SDN Tahai Baru 2 in 2018 and 2017

2018	2017
<ul style="list-style-type: none"> • Procurement of 3 chalkboards • Procurement of data boards • Repair of electrical installations • Sanitation • Trash bin • Laptop procurement • Procurement of printers • Class flagpole • Green House • Protective tree 	<ul style="list-style-type: none"> • Moving out electrical installation • Student chairs and tables • Library bookshelf • Inspiration space above the former excavated soil • Bridge beside the school • Rehab for student toilets • Bookcase for each class • Parking lot • Laptop procurement • Procurement of printers • Procurement of LCD Projectors • Flagpoles of each class • Sanitation channels

5.2 The Role of the Principal to Implementing MBS; Implementing Adiwiyata Program Work Plan at Tahai Baru 2 Elementary School

“At the beginning of the establishment of this school, in fact the basis of the green school had been started by the Head of Tahai Baru 2 Elementary School, Maluku District, Pulang Pisau District, Harjoko. The school principal and the school community conduct reforestation by planting fruits in the form of mango and rambutan at the school location which has now been fruitful several times. Followed by the Principal of SDN Tahai Baru 2, Maluku Subdistrict, Pulang Pisau Regency, I Wayan Paing, maintaining and planting living fences in the form of flowers and areca nut. I continued the activities we did to save the environment, which first instilled awareness in the school community, how to preserve the environment. The goal is for school people to understand the importance of a beautiful environment.” (W/KS/H/7-9-18.01)

“We get a clear division of tasks, the principal explains detailed and systematic plans, programs that support the implementation of plans, clear rules of the game as role models for school residents to maintain the preservation of the school environment and the existence of effective and efficient quality control systems to ensure that targets what has been agreed upon can be achieved. We together maintain, maintain and care for plants and the environment to stay beautiful.” (W/Gr/K/7-9-18.02)

"Parents are always involved in Adiwiyata activities, for example we are asked to give flowers to plant seeds, request donations from parents voluntarily and not forcefully. In fact, we used to provide energy assistance to work together on certain days such as Sundays or holidays in the action of reforestation and making fences for school protection." (W/Kom/N/7-9-18.04)

Based on the results of interviews, observations and documentation, the role of the principal in implementing the Adiwiyata work plan at Tahai Baru 2 Elementary School in Maluku Subdistrict, Pulang Pisau Regency in school-based management resulted in Friendly School for Environment achievements (2013), Adiwiyata School (2014), Friendly Schools for Environment (2015), Friendly Schools for Environment (2016), and Adiwiyata School (2017).

5.3 The Role of the Principal to Implementing MBS; Evaluating and Monitoring Adiwiyata Program Work Plan at Tahai Baru 2 Elementary School

"We carry out evaluations and monitoring by assigning assignments to students to carry out activities related to Adiwiyata. Where each homeroom makes a report per semester, while daily reports are only delivered orally. In supervision also involves the school committee, making it easier for daily supervision, we as principals are directly involved because the coverage of the area is approximately 6000 m²." (W/KS/H/17-9-18.01)

"Yes right, we were all involved by the school principal doing evaluation actions in each activity. At the end of the school year also evaluated, the action taken by the principal called the subject teacher and coordinator Adiwiyata, then he asked about the difficulties experienced by each coordinator. If someone does not work, another coordinator will help." (W/Gr/K/17-9-18.12).

"True, there is indeed a principal asking us from the committee through Adiwiyata coordinator to help monitor (monitor) environmental management activities. I will go 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 companies around the school. If you find that there is still garbage dumped carelessly, we will help clean the yard and be able to report to the principal or teacher to arrange students who are assigned to the park." (W/Kom/N/23/9/18.03).

This evaluation and monitoring was carried out to find out whether the activities carried out were in accordance with the plan or not. Based on the results of interviews, observations and documentation in the implementation of school-based management, principals carry out evaluation and monitoring of Adiwiyata in daily activities, the activities of the school year are evaluated, teachers are called and ask about the difficulties experienced by each coordinator. If there is something that is not working, the headmaster asks for help from the Adiwiyata coordinator, the teachers and school

committee will help to carry out supervision, replace damaged plants, report success or failure in environmental maintenance activities.

5.5 Supporting and obstructing factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School

“All the teachers in this school support the policies that have been taken by the principal, although the status is still wiyatabakti, the teacher is very supportive of the work program that is made, because the making of the work program involves the teacher, so the teacher contributes to the implementation. The inhibitors include Pulang Pisau Regency including tropical and humid climates with temperatures between 26.5-27.5 degrees Celsius, air temperatures reaching 32.5 degrees Celsius and a minimum of 22.9 degrees Celsius. Air relative humidity is relatively high with an annual average of above 80%. In Pulang Pisau Regency the average solar radiation is above 50% and the dominant soil type is peat and alluvial soil, river sediment so that this condition is sometimes an obstacle to reforestation activities. Poor drainage conditions cause sometimes tree planting activities fail.” (W/KS/H/17-9-18.01)

“Supporting factors are close cooperation and kinship among school members. The activities that we did to save the environment first, the principal succeeded in instilling awareness in the school community, convincing the government to get help and thought from the Pulang Pisau District Environmental Office, about how to preserve the environment. Become a supporter: school people understand the importance of a beautiful environment. The inhibiting factors are those that come from limited funds and come from their own nature.” (W/Gr/K/17-9-18.01)

“Various factors supporting school principals in implementing school-based management, Hermanus in leadership in Tahai Baru 2 Elementary School can be grouped into two, supporting factors in school, and supporting factors coming from outside the school. On the supporting factors there are factors such as teachers, infrastructure, staff, and students who are full of enthusiasm. While the supporting factors from outside were the support from the Education Office, Environmental Agency, community leaders, parents of students, and school committee administrators.” (W/Kom/N/23-9-18.04)

Supporting factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School:

- a) The policies that have been made and enforced by the school principal are followed by the activeness of PNS teachers and also by non-permanent teachers, although the status is still wiyatabakti, teachers strongly support the work programs created, implementation, maintenance and supervision, they feel they are also responsible for implementation.

- b) The head of the school has the support of the Pulang Pisau District Environmental Service Office, the Office of Education through the advice and opinions of the principal who provides input to the government's policy.
- c) The principal receives support from the teacher to participate in all students by showing the results of improving student learning achievement.
- d) Schools have facilities and infrastructure such as good school buildings on an area of 6.000 m², with a large yard, and other equipment that are all suitable for use in the teaching and learning process, in addition schools have laboratory facilities, libraries and media learning is pretty good, even has some teaching aids in the form of multimedia.
- e) The students are also still innocent, not much influence from outside, so the teachers are easier to give lessons, and most students are still obedient, so that it is a good asset and very supportive in the learning process, want to be invited to work together and with enthusiasm they carry out hygiene actions, planting trees to preserve the environment.
- f) Another supporting factor in the form of funding, which came from actively participating in the very community of Maluku, was that most of them did not question the funds to help with school needs, so that it strongly supported all school activities, even some residents who were willing to donate for Adiwiyata Program.

Obstructing factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School tends to come from nature, floods, high temperatures during the dry season. So that many plants die and need to be replaced, so that it is needed to be maintained extra, using fertile soil and fertilizer.

6. Research Findings

- a) The principal invites teachers, parents of students and school committees to participate in advancing the school towards Adiwiyata.
- b) Conducted school citizen meetings and committees in the new school year which formulate the vision, mission, goals, objectives and plans of the school development program (RPPS), short-term programs, mid-term programs, long-term programs.
- c) The school principal invites community leaders, government elements, both the Education Office and the Environmental Service to discuss the activities that will be carried out in meetings that are held to plan Adiwiyata activities.
- d) Joint meetings between school principals, teachers and school committees as well as community leaders in each activity to be carried out to meet the Adiwiyata school competition.

7. Discussions

The results of this study explain that there are supporting factors in the role of principals in the SBM Adiwiyata program in Tahai Baru 2 Elementary School, Maluku Subdistrict, Pulang Pisau Regency, namely high participation in the Adiwiyata program in schools as a collaboration with teachers in order to achieve their intended goals, so in Tahai Baru 2 Elementary School, Maluku Subdistrict obtained a number of Adiwiyata achievements. Mulyasa (2007), explains one of the characteristics of school-based management (MBS), namely: team work that is compact and transparent. In school-based management, the success of school programs is supported by a compact and transparent team work performance from various parties involved in school education. The success of school-based management is the result of a synergy of collaboration.

The results of this study explain that there are supporting factors in the role of school principals in the Adiwiyata MBS program in Tahai Baru 2 Elementary School, Maluku Subdistrict, Pulang Pisau District. The environment in the State Middle School is a supporting factor for policy implementation, namely the equality of understanding of all school people and supported by adequate facilities and infrastructure; the direct impact of the policy was the awareness of the school community to protect the environment and take good care of it as a national-level Adiwiyata school in 2012.

The results of this study explain that there are supporting factors in the role of principals in Tahai Baru 2 Elementary School in Maluku Subdistrict, Pulang Pisau District, where community participation in the Adiwiyata program in schools agrees with Dulong (2018) describing schools that apply SBM, principals have a strong role in coordinate, mobilize and harmonize all available educational resources. Principal leadership is one of the factors that can encourage schools to be able to realize their school vision, mission, goals and objectives through programs that are carried out in a planned and gradual manner. Therefore, principals are required to have strong management skills and leadership in order to be able to make decisions and initiatives/initiatives to improve school quality. In general, resilient principals have the ability to mobilize school resources, especially human resources, to achieve school goals.

8. Conclusion

A. The Role of the Principal to Arrange the Adiwiyata Program Work Plan at Tahai Baru 2 Elementary School as participatory decision makers:

- a) Inviting teachers, parents of students and school committees to participate in preparing work plans to advance the school towards Adiwiyata.
- b) Carry out meetings in the new school year that formulate work plans: vision, mission, goals, objectives and plans for the school development program (RPPS), short-term programs, mid-term programs, long-term program principals along with the teacher council and school Committee.

- c) Inviting community leaders, government elements, both the Education Office and the Environmental Service to discuss the activities that will be held in the meeting, which will be carried out by the Adiwiyata program work plan.
- d) Conducting joint meetings between teachers and school committees as well as community leaders in each activity to be carried out to meet the work plan for the school adiwiyata competition.

B. The Role of the Principal to Implementing MBS; Implementing Adiwiyata Program Work Plan at Tahai Baru 2 Elementary School as participatory decision makers:

- a) Results of a meeting decision between the principal, teacher, parents of students, school committee, Education Agency and Environmental Office of Pulang Pisau Regency to make a decree on the division of tasks for the Adiwiyata program.
- b) Empowering the surrounding community to detail the targets for achieving the success of implementing adiwiyata activities.
- c) Creating independence makes the APBS for cultivation and the environment, completing the infrastructure of cleanliness and beauty of the Adiwiyata school.
- d) Invite the teacher council to compile an environment-based curriculum. Teachers implement K13, make lesson plans, local content and self-development with students implementing environmental development and reforestation.
- e) Empower the teacher council and all students carry out mutual cooperation activities through scheduling cleaning activities, planting, maintenance on Fridays and Saturdays for 2 class hours in class.
- f) Inviting participation and community participation, parents and school committees conduct reforestation by planting fruits in the form of mangoes and rambutans on site.

C. The Role of the Principal to Implementing MBS; Evaluating and Monitoring Adiwiyata Program Work Plan at Tahai Baru 2 Elementary School as participatory decision makers:

- a) Directing class I to class VI guardians who supervise students in their respective classes both hygiene, garbage disposal and utilization of waste into recyclable items.
- b) Assign the homeroom teacher to record in the cash book the sale of garbage from the waste bank, supervise every morning 5 minutes before 7:30 hours the students take out the trash, watch the students clean the class, and take out the garbage in the yard.
- c) Assign the Adiwiyata coordinator and homeroom teacher to supervise the activities of the three-month mutual cooperation carried out by students. Keep an eye on every Clean Friday, by arranging the division of tasks of students sweeping in class, cleaning up on the class terrace and yard.
- d) Invites parents and administrators of school committees invited to SDN Tahai Baru 2 to care about the school environment.
- e) Ask for the Environmental Office, and the school committee carries out supervision, replaces damaged plants, reports success or failure in environmental maintenance activities.

D. Supporting factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School are:

- a) The policies that have been made and enforced by the principal are followed by the activity of the teachers and strongly support the work program that is created, implementation, maintenance and supervision, they feel they are also responsible for the implementation.
- b) The principal has the support of the Office of the Environment, the Pulang Pisau District Office of Education through the advice and opinions of the school principal who provided input to the wisdom of the district government.
- c) The principal gets support from all teachers and students actively participating by showing the results of improving student achievement.
- d) Schools have facilities and infrastructure such as good school buildings on an area of 6.000 m², with a fairly large yard, and other equipment which are all suitable for use in the teaching and learning process. Besides that, the school already has library facilities and learning media that are quite good, and even have some teaching aids in the form of multimedia.
- e) The students are still innocent, not much influence from outside, so the teachers are easier to give lessons, and most students are still obedient, so that it is a good asset and very supportive in the learning process, want to be invited to work together and with enthusiasm they carry out hygiene actions, tree planting to preserve the environment.
- f) Funding, which originates from the active participation of the surrounding community, mostly does not concern the funds to help with school needs. So that it really supports all school activities, even some residents who are willing to become donors to the Adiwiyata program.
- g) Obstructing factors to the role of school principal in implementing MBS to the Adiwiyata program at Tahai Baru 2 Elementary School tend to come from nature, flood, high temperatures during the dry season, so many less fertile plants even die and need to be replaced.

9. Suggestions

1. To the Pulang Pisau Regency Office of Education it is recommended to make an MOU and cooperation with the Pulang Pisau Regency Environmental Agency for the development of Adiwiyata school guidance and budgeting with an integrated description of implementation tasks and functions, providing technical and non-technical assistance including funding subsidies for the Adiwiyata program, made Tahai Baru 2 Elementary School an Adiwiyata pilot school to be developed by other schools in Pulang Pisau Regency.
2. It is recommended that the principal of SDN Tahai Baru 2 collaborate with the Education Office, Pulang Pisau Regency Environmental Agency, companies around the school environment to support the Adiwiyata program in Tahai Baru 2 Elementary School as an environment / Adiwiyata school for other schools.

3. To the teachers, it is recommended to integrate the Adiwiyata (green school) program concept in the learning material and teaching and learning process in the classroom, to play an active role as a model for environmentalists for students to implement the Adiwiyata program daily at school, fostering passion and love cleanliness of the environment and fostering students in preserving the environment, being a pioneer in the development of the environment in their respective homes, teaches students to use waste goods for productive results.
4. The next researcher can use the results of the research on the school-based management (SBM) Adiwiyata program to be used as the next research development with approaches, subjects, locations, themes or other variables.

References

- Arikunto, S. 2005. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Bogdan, R. C. & Biklen, S. K. 1992. *Qualitative Research for Education (An Introduction to Theory and Methods)*. Boston: Alyyn and Bacon.
- Departemen Pendidikan Nasional, 2001. *Manajemen Peningkatan Mutu Berbasis Sekolah*. Jakarta: Ditjend Dikdasmen, Depdiknas RI.
- Dulong, H. M. Jufri. 2018. *Karakteristik Manajemen Pendidikan Berbasis Sekolah*. *Jurnal Inspiratif Pendidikan*, 7(1): 1-10.
- Handyaningrat, Soewarno 2003. *Pengantar Studi ilmu Administrasi dan Manajemen*, Gunung Agung, Jakarta
- Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Bandung: Penerbit PT Remaja Rosdakarya.
- Mulyasa. 2007. *Manajemen Berbasis Sekolah: Konsep, Strategi dan Implementasi*. Bandung: PT Remaja Rosdakarya.
- Nasution. 2007. *Metodologi Penelitian Naturalistik Kualitatif*. Bandung: Tarsito.
- Nurkolis. 2003. *Manajemen Berbasis Sekolah: Teori, Model, dan Aplikasi*. Jakarta: PT. Grasindo.
- Patilima, Hamid. 2005. *Metode Penelitian Kualitatif*. Bandung: Alfabeta.
- Rahayu, A. B., Hadi, S., Istyadi, M., Zaini, M., Sholahuddin, A., & Fahmi, F. (2018). *Development of Guided Inquiry Based Learning Devices to Improve Student Learning Outcomes in Science Materials in Middle School*. *European Journal of Alternative Education Studies*.
- Rosdiana, Utin, Asmara, Uray Husna, & Wahyudi. 2014. *Implementasi Program Adiwiyata di SMP Negeri 3 Pontianak*. *Jurnal Pendidikan dan Pembelajaran*, 3(9): 1-16.
- Sonhadji, Ahmad. 2012. *Manusia, Teknologi dan Pendidikan: Menuju Peradaban Baru*. Malang: UM Press.
- Tim Adiwiyata Tingkat Nasional. 2011. *Panduan Adiwiyata*. Jakarta: Kerjasama Kementerian Lingkungan Hidup dengan Kementerian Pendidikan dan Kebudayaan.

Ukas, Maman. 2005. *Manajemen Konsep, Prinsip, dan Aplikasi*, Bandung: Ossa Promo.
Mulyasa. 2004. *Manajemen Berbasis Sekolah, Konsep, Strategi dan Implementasi*. Bandung: PT Remaja Rosdakarya.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).