

## School Development in an Effort to Conserve the Environment in the Border Area of Central Java - East Java, Ngawi Regency

**Aris Riyadi\***

Universitas Negeri Malang

*\*(corresponding author)*

✉ [ararisriyadi196@gmail.com](mailto:ararisriyadi196@gmail.com)

**Abstract:** This research aims to describe the problem and find a school development strategy in an effort to conserve the environment in the border area between Central Java and East Java, Ngawi Regency. The type of this research is a qualitative research that examines naturalistically and is studied reflectively. The results of this research include: (1) problems faced in border schools, namely the lack of awareness of school residents in preserving the surrounding environment, lack of school partnerships with other parties, and the lack of existing pre-existing facilities, (2) school development solution strategies in conservation efforts. environment, namely a strategy to develop a school based on loving the environment, a strategy to develop school partnerships and a strategy of foster tree systems for “baon” in schools in border areas. The “baon” system foster tree strategy is a pattern of mentoring by all school members in an effort to preserve the surrounding environment by utilizing the strengths of the local culture that has developed.

**Keywords:** school development, environmental preservation, border areas

### PRELIMINARY

In school development, a synergistic collaboration between the school and all existing stakeholders is needed. Parents, guardians of students and community leaders are at the forefront of this cooperation. However, many of our schools still lack the participation or role of the community and parents in school development. This is due to their limited knowledge of the importance of the quality education. Especially in border communities which are located very far from the center of education management (Trisandi and Rizqi, 2020).

Principals are expected to be able to develop and maintain strategies for increasing organizational capacity, especially human resources in realizing the vision and mission of the school successfully. (Lexi, et all. 2010). By utilizing local wisdom, schools can develop according to their strengths (Ministry of Education and Culture 2015). The concept of school development by utilizing all local strengths has actually been initiated long before this country was founded by our educational figure, Ki Hajar Dewantara, who is famous for the Taman Siswa school. The concept of the Taman Siswa school is to try to make the school a “paradise” garden for its students. A garden for play and a garden for learning (Rafael, 2020).

Talking about the problem of schools in border areas, either border between regions, between countries or even between different ethnic and cultural groups, there are indeed many

problems. According to Rosliana, at least there are crucial issues there, including the issue of state boundaries, defense and security in border areas, institutional issues, community economic issues, education issues, infrastructure issues, regional potential issues (Rosliana et al., 2015). Meanwhile, according to Juharyanto, schools that are far from access or remote experience problems related to cultural, social, economic, demographic, and geographic as well as historical aspects (Juharyanto et al., 2019).

Previous research on border areas has been conducted by Juharyanto et al, regarding the leadership of school principals in strengthening the role of multi-stakeholder forums that revealed problems and solutions to improve the quality of one roof junior high schools in remote areas (Juharyanto et al., 2019). Other research was also carried out by Muri'ah in 2018 regarding the education development strategy in border areas which raised a case study on the conditions of religion-based primary school (madrasah ibtidaiyah), the boundaries of Sebatik and Nunukan (Muriah, 2018).

Furthermore, this research is present in order to photograph the development of schools in the border area of Central Java and East Java, Ngawi Regency, East Java. It aims to reveal the school's strategy in building awareness of environmental love, school strategies in developing school partnerships, and the obstacles faced. Educational institution development strategy is a planned and sustainable effort to apply behavioral science to system development using self-reflection and analysis methods (Nimran, 1997).

## **METHOD**

This research used qualitative research. This research was raised from real phenomena through various problems and the considerations were traced naturally, through unstructured in-depth interviews, observations, and document review.

The respondents in this study were school principals, deputy principals, teachers, committees and students at the Central Java-East Java Border Region Junior High School, Ngawi Regency. The total number of respondents was 50 people, consisting of 3 principals, 9 deputy principals, 9 teachers or education personnel, 27 students and 2 committees or community leaders. The analysis used data validity, reduction, presentation, verification, and conclusion. There were three junior high schools on the border involved in this study, namely SMPN 1 Pitu, SMPN 2 Pitu and SMPN 2 Karanganyar.

In data collection, the researcher used three techniques, namely observation, interview and documentation. After the data was collected, the researcher analyzed the data using the interactive model of Milles and Hubberman with several steps such as data reduction, data display and data conclusions.

## **RESULTS**

National education standards are used as a reference for curriculum development, education personnel, facilities and infrastructure, management and financing (Triwiyanto, 2013). There are three results of problems that can be categorized in the border schools of the Central and East Java regions in Ngawi Regency. These problems include: (1) lack of awareness of the school community in preserving the surrounding environment, (2) lack of school partnerships with other parties, and (3) lack of existing infrastructure.

Geographically, the school on the border consists of many teak forest areas. It is not surprising that many school residents, especially student guardians, live around the teak forest. Many students come from Central Java, as well as from the East Java border. For example, SMPN 2 Pitu 20% of students come from Blora Regency, Central Java. Whereas at SMPN 1 Pitu and SMPN 2 Karanganyar, 10% of the students come from Blora Regency, Central Java. The rest are students who come from East Java itself.

From an economic aspect, there are two groups of people around the border schools. First, people who work outside the city. Second, people who remain in the village work as farmers. For those who have their own agricultural land, they usually plant rice and maize on their land on the edge of the forest. However, for those who do not have their own land, they open agricultural land in Perhutani's forests with Perhutani's permission. This system is called the "baon" system. The word "baon" in the Javanese Ngoko dictionary means land that is used to grow food in the forest (Ariatami, 2015). The results of interviews with local leaders, this "baon" culture has been hereditary since the Dutch era. While planting trees on the edge of the forest they also take care of Perhutani's teak trees. However, there is a profession that is quite "extreme" that the author needs to reveal in this study. This is related to the efforts to handle the school in preserving the environment around the school. That is, there were some parents of students, even the students themselves did "blandong". Blandong in Javanese as a nickname for woodcutters (Poerwadarminta, 1939).

From this condition, it illustrates that the community around the forest has limited in awareness of environmental conservation. Especially in the area around the forest. This is what needs to be seriously handled by the school to awaken students and the community in fostering awareness of love for the environment.

The next problem is that there is no innovation in developing school partnerships with other parties outside the school. The results of interviews and document studies, there has been collaboration with Perhutani and related parties. But still not going according to plan. This is because there is no commitment from the relevant stakeholders to implement the program.

The next problem is that the infrastructure is still limited. This can be seen from the results of field surveys that researchers saw and conducted at school locations. The physical buildings in the form of buildings and other facilities are sufficient. Only the equipment and supporting facilities cannot be categorized in the standard facilities and infrastructure according to the SNP. For example, laboratory facilities, student toilets, libraries and other supporting facilities.

## **DISCUSSION**

From the various complexities of the problems above, the principal who becomes the top school leader must have a precise way of developing schools on the border. There are at least 4 things that are the focus of discussion in this study, namely: (1) the principal's strategy in building awareness of environmental love, (2) the principal's strategy in developing school partnerships, (3) the "baon" system parenting strategy, (4) constraints -obstacles encountered.

### **Strategy to Develop a Love for the Environment-based School**

The existence of schools on the border is a challenge in itself for school principals in developing their schools. Besides having to carry out the main function of the school in

providing knowledge, they are also required to be able to guide them on the importance of loving the environment.

Based on the results of interviews from school residents and community leaders at the border, it was revealed that the school had programmed foster tree mentoring activities that involved all school members, be it the principal, teachers, education staff, students and the community.

The implementation of the 2013 curriculum has generally been carried out well in accordance with the National Education Standards (SNP). The interesting thing is that in this school, apart from running the 2013 curriculum, it also includes environmental education in all subjects. This was followed up with a school foster tree program for all school members. The foster tree program is the planting of trees by all school members with a tree care system starting from nurseries, planting, and maintenance so that the trees can grow into big and strong trees. They must think of the tree as a foster child who must be cared for and raised. Planting Foster Trees is carried out inside schools or outside schools or in forest areas near schools. Because the border school area is a teak forest area. The pattern of foster tree assistance is known as the "“baon” parenting system" system that has existed and developed for a long time in the surrounding community.

### **Strategy for Developing School Partnerships**

The school has established a partnership effort with Perhutani, Ngawi District. Schools in the border area collaborated on students' efforts to use Perhutani land for school farming. With this effort there is a mutual benefit that occurs. On the other hand, schools can practice contextually learning curriculum 2013 with an environmental perspective and on the other hand, Perhutani also benefits from participating in protecting teak forests from forest destruction.

This partnership system goes hand in hand with the development of the student level in a relay and sustainable manner. Junior high school students are in school for 3 years taking care of big trees and agricultural crops. If a tree is damaged or dies, they immediately regenerate it with other trees. Teachers and other school members also have the same responsibility to care for trees. Agricultural crops include maize, cassava, beans, *empon-empon* and other crops that can be planted in forest areas. The results of the agriculture are used by the school in continuing the next foster tree program. Meanwhile, Perhutani only profits from the effort to maintain teak trees as mother trees. This effort is at the same time helping to guard the forest crossing. Because in addition to maintaining and fertilizing agricultural crops, students are required to open the main tree, namely teak in the “baon” area.

### **The “baon” System Foster Tree Strategy**

The concept of the “baon” system of foster tree program in this school is tree planting by all school members with a tree care system starting from nursery, planting, maintenance so that trees can grow into big and strong trees. Foster tree planting is carried out both inside and outside the school / around the school. Because the school on the border is located on the edge of the forest area of Pitu District and Karanganyar District of Ngawi, the foster tree program is synergized with the MBA system that has long been known to the community in the area around the school. “baon” comes from the word smell, which means people's shoulders as work

support. (interview with the community leader). The “baon” system is a system of cultivating land by the community around the forest, by utilizing empty land in the forest, but still maintaining the teak tree as the mother tree until the tree grows bigger.

From this system, the school also takes a role, by working on the land around the forest, while the school's residents also have foster trees for teak plants in the forest around the school. This program is carried out in a planned, measured and sustainable manner. The purpose of this foster tree program is for the school to become a place to learn that is cool and shady, so that students can study in school comfortably and quietly. Another function is to prevent landslides and floods that often occur in our school area. Of all the benefits that have been felt, it is hoped that all school members will become aware of the importance of preserving the environment around the forest area.

The stages of the concept of the “baon” system foster tree program are starting from preparation, planning, implementation, maintenance, monitoring, evaluation and release of awards.



**Figure 1.** Flow of the program for the “baon” system foster tree

The first step is preparation. To realize the foster tree program, schools need to immediately make proper preparations that are planned, integrated and sustainable. This preparation was carried out in order to simplify and speed up the planning and implementation so that it would facilitate the realization of the ideal school according to the plan.

The second step is Planning. The foster tree development team prepares an annual action plan to create a cool and shady school that is integrated into existing policies, programs and activities such as KTSP, RKAS and RKS as an important component in planning the development of cool and shady schools.

The third step is implementation. The foster tree development team implements an annual action plan optimizing all the resources of the school, local community and parents of guardians. In the implementation, there are 2 focus activities carried out, namely nursery activities and planting activities. In the nursery activity, foster tree seedlings are obtained from Perhutani and Pitu District and Karanganyar District, Ngawi Regency, which indeed every year provide an assistance to schools that will plant trees around the school. For trees planted in schools, they belong to the school, while trees planted in the forest are owned by Perhutani. The school only cares for and uses the land around the forest that the school works on. In planting activities, it is necessary to arrange the locations or points where the trees are planted. The location includes areas within the school environment as well as areas in the middle of the forest and along the road leading to the forest.

The fourth step is maintenance. This maintenance consists of cultivating the land, fertilizing, weeding, reporting. (Tjitrosoepomo, 2014). The fifth step is monitoring and evaluation of the action plan for the school's shade tree, then reporting the results of the evaluation in a working meeting attended by the tree development team and school residents.

The sixth step is release and appreciation. Each school member will get a certificate or certificate of caring for the tree according to the length of time they have cared for the tree. This award is also a form of gratitude to school members who have supported environmental preservation through the school's tree care program. In addition to certificates, awards are given to the best students who take care of the trees. In the form of assistance with planting equipment (such as spade, hoe, sickle) to continue conservation efforts in their respective homes.

### **Constraints faced**

The school's efforts to conserve the environment have been massive. However, there are still obstacles faced in the field. These constraints need to be addressed in this study for future improvement. These obstacles include that not all residents around the school are aware of environmental conservation. Moreover, the community around the border schools of Central Java – East Java, in Ngawi Regency there is still the practice of *blandong* which continues. But the numbers are not as many as before.

The obstacle that occurs is the inadequate supply of fertilizer for plant maintenance. However, there are few agricultural products that can be used to help fertilize and maintain crops. Another obstacle in maintaining plants is the students' lack of discipline in caring for the plants so that the plants die. Another factor is the planting season, the quality of seedlings is not good, and it is damaged by livestock, especially trees that have been planted on the side of the road.

### **CONCLUSION**

This research produces several important conclusions, in the efforts to develop schools in environmental preservation. (1) problems faced in border schools in Central Java - East Java, which include the lack of awareness of the school community in preserving the surrounding environment, lack of school partnerships with other parties, and the lack of existing infrastructure. These problems cannot be seen and addressed partially, but must be seen and resolved through various comprehensive strategies. (2) a school development solution strategy in an effort to conserve the environment which emphasizes strategic efforts to develop an environmentally-based school, a strategy to develop school partnerships and a strategy of parenting the MBA system in schools in the border area of Central Java - East Java, Ngawi Regency. (3) The “*baon*” System Foster Tree Program is tree planting by all school members with a tree care system starting from seedling, planting, maintenance so that the trees can grow into big and strong trees. Planting Foster Trees is carried out inside schools or outside schools or in forest areas near schools. Meanwhile, the ““*baon*”” system is a system of cultivating land by school residents, by utilizing empty land in the forest, but still maintaining teak trees as mother trees until the trees grow big.

**REFERENCES**

- Ariatami, L. 2015. *Kamus Bahasa Jawa Ngoko Madiun Indonesia*. Surabaya: ariatamilucky-fib12.
- Juharyanto, J. Sultoni, S. Arifin, I. Nurabadi, A. 2019. “Kepemimpinan Kepala Sekolah Dalam Penguatan Peran Multi-Stakeholders Forum (Masalah Dan Strategi Solutif Peningkatan Mutu SD – SMP Satu Atap Di Daerah Terpencil).” *Sekolah Dasar: Kajian Teori dan Praktik Pendidikan* 28(1): 1–10.
- Lexi, J.et, all. 2010. “Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif.” *Rake Sarasin*.
- Nimran, U. 1997. *Perilaku Organisasi*. Surabaya: Citra Media.
- Poerwadarminta. 1939. “Baoesastra Djawa.” *Batavia-Centrum*.
- Rafael, S. P. 2020. *Program Pendidikan Guru Penggerak Refleksi Filosofis Pendidikan Nasional Ki Hadjar Dewantara*. 2020th ed. Jakarta: Direktorat Jenderal Guru dan Tenaga Kependidikan.
- Roslina, L., et al. 2015. 11 *Jurnal Borneo Administrator Manajemen Perbatasan Fokus Inovasi Pendidikan Di Perbatasan Kalimantan Utara*.
- Tjitrosoepomo, G. 2014. *Taksonomi Tumbuhan*. Yogyakarta: Gajah Mada University Press.
- Trisandi, T. Rizqi, A.A. 2020. “Manajemen Peningkatan Mutu Berbasis Sekolah (MPMBS) Di Daerah Perbatasan: Studi Di SMP N 2 Bokan Kepulauan, Banggai Laut, Sulawesi Tengah.” *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 4(2): 335–52.
- Triwiyanto, T. 2013. “Standar Nasional Pendidikan Sebagai Indikator Mutu Layanan Manajemen Sekolah.” *Jurnal Ilmu Pendidikan Universitas Negeri Malang* 19(2): 162.