

Madrasah Adiwiyata: Madrasah Principal's Strategy in Improving the Quality of Environmentally Aware Madrasahs Puspo Nugroho dkk

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Adiwiyata Madrasah Program: Strategies for Improving the Quality of Environmentally Conscious Madrasahs

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Abstract

Madrasahs in *Indonesia* continue to improve their quality and standards to provide satisfaction for students, parents, and the community. Various flagship programs continue to be developed, one of which is integrating the Adiwiyata program as a fundamental basis for improving the quality of graduates who not only possess skills, competencies, and understanding of Islamic teachings but also are able to embody the environmental preservation values found in the Quran in their daily lives. The purpose of this research is to identify the standards for improving the quality of Adiwiyata madrasahs, how the Adiwiyata madrasah quality improvement program works, and the obstacles that arise in enhancing the quality of Adiwiyata madrasahs. This research uses the type of field research where the researcher directly engages in data collection and acts as the key instrument. The steps for data collection used include defining the scope of the study, the process of gathering information through observation, both structured and unstructured interviews, documentation of visual materials, and efforts to design protocols for recording or noting information. The data analysis stage is carried out through the stages of data reduction, data display, and conclusion verification. The results of this study found that the head of the madrasah established the Adiwiyata madrasah quality standards through the integration of Adiwiyata components into the eight national education standards, which include environmentally conscious policies, the implementation of an environment-based curriculum, participatory environment-based activities, and the management of environmentally friendly facilities and infrastructure. Second; The program to improve the quality of environmentally-oriented madrasahs is pursued through planning,

action implementation, and periodic evaluation and monitoring of the adiwiyata program, supported by a democratic leadership model and emphasizing an environmental awareness spirit. Third; several obstacles that emerged include issues at the implementation level such as the relocation of trash bins, the adiwiyata program conflicting with the pesantren's ro'an program, the accumulation of plastic snack wrappers, and the lack of student awareness regarding the adiwiyata program, which still requires continuous strengthening and support.

Keywords: Madrasah; Adiwiyata; Environmental Awareness; Program

Abstrak

Madrasah di Indonesia terus meningkatkan Kualitas dan kualitasnya demi memberikan kepuasan bagi siswa, orangtua juga masyarakat. Berbagai program unggulan terus dikembangkan salah satunya adalah mengintegrasikan program adiwiyata sebagai basis dasar peningkatan Kualitas lulusan yang tidak hanya memiliki kecakapan, kompetensi dan pemahaman terhadap Ajaran Islam tetapi juga mampu membunikan nilai nilai pelestarian lingkungan yang ada dalam Al Quran di kehidupan sehari hari. Tujuan penelitian ini adalah untuk menemukan apa yang menjadi standar peningkatan kualitas madrasah adiwiyata, Bagaimana Program peningkatan kualitas madrasah adiwiyata dan kendala yang muncul dalam peningkatan Kualitas madrasah adiwiyata. Penelitian ini menggunakan jenis penelitian field research (lapangan) dimana peneliti terjun langsung untuk penggalan data dan berperan sebagai instrumen kunci (researcher as key instrument). Langkah langkah pengumpulan data yang digunakan meliputi pembatasan kajian, proses menghimpun informasi melalui observasi, wawancara baik yang terstruktur maupun tidak, dokumentasi materi materi visual serta upaya merancang protokol untuk merekam atau mencatat informasi. Tahap analisis data dilakukan melalui tahapan reduksi data, display data, dan penarikan kesimpulan/verifikasi. Hasil dari penelitian ini didapati bahwa kepala madrasah menetapkan standar kualitas madrasah adiwiyata melalui integrasi komponen adiwiyata kedalam delapan standar nasional pendidikan yang meliputi kebijakan berwawasan lingkungan, pelaksanaan kurikulum berbasis lingkungan, kegiatan lingkungan berbasis partisipatif serta pengelolaan sarana prasarana ramah lingkungan. kedua; Program peningkatan kualitas madrasah berwawasan lingkungan ditempuh melalui menyusun perencanaan, pelaksanaan aksi dan evaluasi, pemantauan berkala terhadap program adiwiyata, serta didukung dengan pola kepemimpinan demokratis dan mengedepankan semangat wawasan lingkungan. Ketiga; beberapa kendala yang muncul diantaranya pada tataran implementasi seperti tempat sampah berpindah, program adiwiyata berbenturan dengan program ro'an pesantren, menumpuknya bungkus jajan plastik, dan masih kurangnya kesadaran siswa terhadap program adiwiyata sehingga masih membutuhkan penguatan dan pendampingan secara berkesinambungan.

Introduction

Various madrasahs try to be present in the midst of society through various flagship programs in order to provide maximum educational services to the community. On the other hand, educational institutions, especially madrasahs, have an important role and responsibility in shaping the character of students. One of the fundamental problems in this era is the weak awareness of society regarding the importance of environmental preservation. Various phenomena of environmental damage are becoming apparent along with the development of the industrial world and the spirit of fulfilling basic human needs.

Islam views nature as an important entity in supporting the continuity of human life. In the Maqosid of Sharia, environmental preservation becomes a crucial matter that must be continuously pursued. Humans, who truly live in the world, certainly need a well-maintained place to live, ensuring its sustainability. Without nature, it is impossible for humans to live well. Maintaining the sustainability of a well-maintained and preserved environment becomes important to strive for. One of them is through the world of Islamic education, in this case, madrasah. Madrasah becomes the key to instilling a character of environmental love with an Islamic perspective. Through environmentally-oriented madrasahs, a new generation will emerge with a love for environmental preservation.

In developing a great and dignified madrasah through its uniqueness, the theme of environmental awareness becomes important to be embedded in the madrasah curriculum. The management of environmentally aware madrasahs has become one of the most important parts, and the involvement of madrasah heads through various strategic policies has become the key to improving the quality of environmentally aware madrasahs. The policies implemented in the education sector are outlined in Law No. 32 of 2009, Article 65, Paragraph 4, which states that every person has the right to participate in the protection and management of the environment in accordance with the prevailing laws and regulations.¹

Environmental issues have become one of the main concerns in current global development. The increase in environmental damage caused by human activities has prompted various efforts to preserve nature, one of

¹ Undang-undang Republik Indonesia No. 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup, 44

which is through the world of education. Environmental education has become an important strategy in building environmental awareness, especially among the younger generation. In this context, Madrasah Adiwiyata emerges as a program aimed at creating educational institutions that are environmentally conscious and cultured. Madrasah Adiwiyata is a program initiated by the Ministry of Environment and Forestry of the Republic of Indonesia, which focuses on the development of schools and madrasahs to actively participate in preserving the environment. The Adiwiyata program is important because it provides more structured environmental education, where students in Adiwiyata schools are accustomed to the integration of environmental education across various subjects. Additionally, research findings indicate that students from Adiwiyata schools demonstrate a better understanding of ecological concepts compared to students from non-Adiwiyata schools.²

The head of the madrasah, as an educational leader, plays a central role in implementing environmentally-based madrasah management policies and strategies. The success of the Madrasah Adiwiyata program implementation heavily depends on the leadership of the head of the madrasah in designing strategies, motivating all members of the madrasah, and ensuring active participation from students, teachers, and the surrounding community.⁴ The application of the environmental education concept integrated with the teaching and learning process in madrasahs is key to improving the quality of education that not only focuses on academics but also on fostering an environmentally caring character.

This study focuses on the strategies of madrasah principals in improving the quality of environmentally aware madrasahs through the Madrasah Adiwiyata program. This research is important to conduct considering the challenges faced by madrasahs in implementing this program, ranging from limited resources, lack of awareness among madrasah residents about the importance of environmental sustainability, to varying support from local governments. By understanding the strategies implemented by the head of the madrasah, it is hoped that the results of this research can provide guidance for³ other madrasahs that wish to adopt the Adiwiyata program effectively. Based on the above explanation, the researcher wants to reveal what the standards for improving the quality of

² Vallensyah Raysendria Al-'Athallah et al., 'Persepsi Siswa Sekolah Adiwiyata Dan Non Adiwiyata Terhadap Lingkungan', in *Prosiding Seminar Nasional Ilmu Ilmu Sosial (SNIIS)*, vol. 3, 2024, 609–61, <https://proceeding.unesa.ac.id/index.php/sniis/article/view/3942>.

Adiwiyata madrasahs are, the strategies of the Head of the Madrasah in enhancing the quality of Adiwiyata madrasahs, and the obstacles that arise in improving the quality of Adiwiyata madrasahs at MTs Yanbu'ul Quran Muria.

To see the novelty of this article, various research studies examining Adiwiyata madrasahs have been conducted, including those written by Imelda et al.³ with the title Implementation of School-Based Management with Environmental Characteristics at MAN 3 Palembang, in addition to the research study conducted by Rokhmah et al. titled Implementation of School Culture with Environmental Awareness in Shaping the Environmental Care Character of Elementary School Students, as well as the research study by Wibowo et al.⁴ titled The Adiwiyata Madrasah Program in Shaping Environmental Awareness Character for MTs Students also enlivened the study of environmentally-oriented schools. As for the study related to the leadership of the head of the madrasah, the author found several previous researches with the title "Leadership of the Head of the Madrasah in Realizing an Environmentally Conscious Madrasah (Adiwiyata) at MIN 2 West Lampung."⁵ also research titled "The Strategy of the Head of Madrasah in Fostering Community Awareness to Sustain the Adiwiyata Program at MTs Negeri 2 Pamekasan".⁶ From several studies, none have specifically captured the strategy for improving the quality of Adiwiyata madrasahs, making this one of the novelties of this research.

Method

This research is a type of field research, where the researcher directly

³ Amilda Amilda et al., 'Implementasi Manajemen Berbasis Madrasah Bercirikan Lingkungan Pada MAN 3 Palembang', *El-Idare: Jurnal Manajemen Pendidikan Islam* 1, no. 2 (2015): 112–27, <https://doi.org/10.19109/elidare.v1i2.671>.

⁴ Agus Wibowo, Hikmah Eva Trisnantari, and Nanis Hairunisya, 'Program Madrasah Adiwiyata Dalam Membentuk Karakter Peduli Lingkungan Bagi Siswa MTS', *Jurnal Inovasi Penelitian* 1, no. 6 (2020): 1071–78.

⁵ Nurul Fadilah Fakhri, 'Kepemimpinan Kepala Madrasah Dalam Mewujudkan Madrasah Berwawasan Lingkungan (Adiwiyata) Di Min 2 Lampung Barat' (Diploma, UIN RADEN INTAN LAMPUNG, 2023), [Http://Repository.Radenintan.Ac.Id/29386/](http://Repository.Radenintan.Ac.Id/29386/).

⁶ Nidia Trisna Noviani, 'Strategi Kepala Madrasah Dalam Menumbuhkan Kesadaran Masyarakat Untuk Mempertahankan Program Adiwiyata Di MTs Negeri 2 Pamekasan' (diploma, INSTITUT AGAMA ISLAM NEGERI MADURA, 2021), https://doi.org/10/Nidia%20trisna%20Noviani_20170701042132_BAB%20IV_MPI.pdf.

engages in the field for data collection.⁷ In qualitative research, the research team acts as the key instrument (researcher as key instrument).⁸ The reason why this qualitative method was chosen is to delve deeper into how the strategies of madrasah heads in managing and developing, as well as improving the quality of Islamic educational institutions (madrasahs) with an environmental perspective. Through this research, it is hoped to contribute to the development of the theory of integrating madrasahs with the Adiwiyata program. To produce comprehensive and holistic research, the data sources used are primary data and secondary data. Primary data is obtained through direct interviews with several informants who are considered to have the capacity and important role in the implementation of the Adiwiyata program. As for the secondary data in this research, it consists of data obtained indirectly from the informants, including documents, books, or activities of the madrasah uploaded on the madrasah's social media platforms (Instagram, Facebook) that can complement the study's information. To obtain data, the researcher used data collection steps as outlined by Creswell, which include efforts to limit research information collection through structured and unstructured interviews, documentation, visual materials, and efforts to design protocols for recording or noting information.⁹ At the data analysis stage, the author uses the steps offered by Miles and Huberman, which are carried out continuously until saturation is reached through the stages of data reduction, data display, and conclusion drawing/verification.¹⁰

Findings and Discussion

MTs Yanbu'ul Qur'an Muria 2 Kudus as an Adiwiyata Madrasa

Madrasah means a place of learning derived from the root word "darasa," which means to learn. The word Madrasah refers to an Islamic religious school, which is a place for the formal teaching and learning process

⁷ Suharsimi Arikunto, *Prosedur Penelitian Pendidikan Praktik* (Jakarta: Rineka Cipta, 1999). 136

⁸ John W. Creswell, *Research Design: Pendekatan Metode Kualitatif, Kuantitatif Dan Campuran*, Terj. Achmad Fawaid Dan Rinayati Kusmini Pancasari, 4th ed. (Yogyakarta: Pustaka Pelajar, 2017).

⁹ John W. Creswell, *Research Design: Pendekatan Kualitatif, Kuantitatif Dan Mixed*, Terj. Achmad Fawaid & Rianati Kusmini Pancasari, Cet. 5 (Yogyakarta: Pustaka Pelajar, 2021), 253.

¹⁰ Miles, M.B & Huberman, A.M., *Analisis Data Kualitatif: Penerjemah Tjetjep Rohendi R.* (Universitas Indonesia Press., 1992).

of Islamic teachings, equipped with facilities such as desks, benches, and blackboards, and a curriculum in classical form. In other words, the equivalent of the word "madrasah" in Indonesian is called "school."¹¹ The main characteristic of a madrasah is in the religious subjects derived from Islamic education, namely the Qur'an, Hadith, Aqeedah, Akhlaq, Fiqh, and the history of Islamic culture. In addition, the implementation of teaching and learning has a curriculum, approach, and teaching tactics that are heavily infused with religious characteristics derived from the two main sources in Islam, namely the Qur'an and Hadith.¹² In line with that statement, Mariana and Helmi stated Although teaching general knowledge as taught in schools, madrasahs have their own character by prominently highlighting the religious values of their communities. Meanwhile, schools are general educational institutions with universal subjects and are influenced by the climate of Western enlightenment. The difference in character between madrasahs and schools is influenced by the historical differences in their objectives.¹³

Madrasah Tsanawiyah Yanbu'ul Quran 2 Muria is one of the formal educational institutions under the Ministry of Religious Affairs, managed in an integrated manner with the Yanbu'ul Quran 2 Muria Islamic Boarding School for Girls. The integration of the Madrasah with the Tahfidz Quran Pesantren has become its hallmark. The educational institution is under the auspices of a collaboration between two major foundations, the Mosque and Sunan Muria Tomb Foundation (YM2SM) as the organizer, and the Arwaniyah Foundation as the main parent of the tahfidz program education under the guidance of KH. Ulinnuha Arwani. Carrying the Vision "The Realization of Practical Qur'anic Hafidhah, Excellence in Achievement, Character of Ahlussunnah wal Jama'ah Islam, and Environmental Awareness".

In practice, the Tsanawiyah Yanbu'ul Quran Muria 2 school, as described by Ma'ruf et al., has comprehensive and multidimensional goals that not only focus on the vertical aspect emphasizing the relationship between humans and Allah SWT, but also give significant attention to the

¹¹ Wardana, *Pendidikan Islam Dan Lingkungan Hidup: Kajian Materi Pelajaran PAI Pada Kurikulum Di Madrasah Ibtidaiyah*, Cet. I (Aceh: Sahifah, 2018), Hal. 178.

¹² Syamsul Hadi HM, 'Dinamika Madrasah Dan Sistem Penyelenggaraan Pendidikan Islam Unggulan', *Tarbiyatuna: Jurnal Pendidikan Islam* 9, no. 2 (2016): hal. 150.

¹³ Dielfi Mariana and Achmad Mahrus Helmi, 'Madrasah Sebagai Lembaga Pendidikan Islam Di Indonesia', *Jurnal Pendidikan Tambusai* 6, no. 1 (2022): Hal. 1916, <https://doi.org/10.31604/muaddib.v1i1.365>.

horizontal aspect encompassing relationships among humans and with the surrounding environment.¹⁴ This is represented through the materials included in subjects that are integrated with environmental values within the framework of the Adiwiyata program. Thus, the madrasah not only produces individuals who are religiously devout but also citizens who are noble in character and care for others as well as their natural environment.

Through the Adiwiyata program launched by the Ministry of Environment, the goal of strengthening the character of love and environmental awareness is implemented both in schools and madrasahs. The "Adiwiyata" program in Indonesia is a government initiative that combines two Sanskrit words; "Adi," which means excellence or perfection, and "Wiyata," which refers to a place of learning about knowledge, norms, and ethics in the context of social life. The combination of these two words creates a concept of an ideal environment that serves as a source of knowledge and values, and supports human well-being and sustainable development.¹⁵ The Indonesian Ministry of Environment has adopted this concept, globally known as "Green School," as a program to enhance the understanding and concern of school communities towards environmental preservation. This initiative aims to instill environmental sustainability principles within the education system, preparing future generations to be aware of the importance of ecological balance.¹⁶ Meanwhile, according to the Regulation of the Minister of Environment and Forestry of the Republic of Indonesia number P.53 of 2019: "Adiwiyata is an award given by the Government, provincial local governments, and regency/city local governments to schools that successfully implement the movement of caring for and cultivating an environmental culture in schools (PBLHS)."¹⁷ The involvement of MTs Yanbu'ul Quran 2 Muria in the Adiwiyata program can be understood from two perspectives. First; through the Adiwiyata program, the aim is to raise awareness and environmental concern among the school community, instill

¹⁴ Maruf Faturohman and Ahmad Suryadi, 'Implementasi Pembelajaran Akidah Akhlaq Dalam Membentuk Karakter Siswa Di Mts Assa'adah Tajurhalang Bogor', *Prosiding Seminar Nasional LPPM UMJ*, 2023, Hal. 7.

¹⁵ Makmur Syukri, *Manajemen Adiwiyata (Implementasi Dan Upaya Pengembangan Menuju Sekolah/Madrasah Paripurna* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2019), Hal. 7.

¹⁶ Muhammad Hadi Utomo et al., *Sekolah Adiwiyata: Membangun Generasi Yang Cinta Lingkungan*, Cet. I (Banyumas: Amerta Media, 2023), Hal. 11.

¹⁷ Kementerian Lingkungan Hidup dan Kehutanan Republik Indonesia, 'Peraturan Menteri Nomor P53/MENLHK/SETJEN/KUM.1/9/2019 Tentang Penghargaan Adiwiyata', Pub. L. No. 1411, 2019, 33 (2019), Hal. 3.

sustainability principles within the education system, and prepare future generations to be environmentally conscious. Second; through the Adiwiyata program, MTs Yanbu'ul Quran attempts to present itself with a different branding where the Tahfidz Madrasah is attached to this institution, thus giving birth to a new color through appreciation in the form of awards for the implementation of the movement to care for and cultivate an environmentally conscious culture. According to Shufiatuddin, the Adiwiyata program is based on a vision to instill awareness in all school components about the importance of maintaining the balance of nature for the preservation of the surrounding environment. This program also serves as a form of appreciation from the government to formal educational institutions that have successfully created a natural and environmentally friendly school environment.¹⁸

To achieve the maximum quality of the Adiwiyata program, the madrasah administrators implement several strategies starting from understanding the various components that serve as the reference standards for Adiwiyata assessment for an educational institution. Several components as outlined in the "Regulation of the Minister of Environment of the Republic of Indonesia Number 05 of 2013" include:¹⁹ Environmentally Conscious Policies, Environment-Based Curriculum, Participation-Based Environmental Activities, and Environment-Based Support Facilities, where the implementation process involves a long series of processes including coaching, evaluation, and awarding.

Adiwiyata Madrasah's Requirements for Quality at Mts Yanbu'ul Quran 2 Muria Kudus

The Quality Standards of MTs Yanbu'ul Quran 2 Muria Kudus refer to the indicators of the adiwiyata program components created by the Environmental Agency and used to implement an environmentally-oriented madrasa program in accordance with the National Education Standards. The Adiwiyata program is an initiative by the Housing, Settlement Areas, and Environmental Services (PKPLH), which focuses more on how to prepare

¹⁸ Shabrina Ratu Alam Shufiatuddin, 'Manajemen Sekolah Adiwiyata Dalam Membangun Budaya Dan Lingkungan Belajar Kondusif Peserta Didik Di Sekolah Menengah Atas (SMA Negeri 5 Jember' (Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2022), Hal. 25-26.

¹⁹ Kementerian Lingkungan Hidup dan Kehutanan Republik Indonesia, 'Peraturan Menteri Lingkungan Hidup Republik Indonesia Nomor 5 Tahun 2013 Tentang Pedoman Pelaksanaan Program Adiwiyata.', Lembaran Negara Republik Indonesia 2013 § (2013), Hal. 11.

schools with an environmental preservation perspective. The Adiwiyata Program has a tiered award system given by the district/city local government, provincial government, and central government, as well as independent Adiwiyata. Madrasah Tsanawiyah (MTs) Yanbu'ul Quran 2 Muria, as one of the Tahfidzul Quran madrasahs in Kudus Regency, will hold the provincial Adiwiyata status in 2024²⁰ where the location of the madrasah on the slopes of Mount Muria becomes very relevant when the Adiwiyata program is implemented, in addition to the spirit of developing innovation and improving the quality of the Adiwiyata program in accordance with the characteristics of the madrasah location, in 2025, it is launching actions to advance at the national level.²¹ According to Norris et al., Environmental Education is viewed as a process of embedding environmental content into the education system to raise public awareness of environmental issues at all levels of education.²²

To achieve that great goal, of course, thorough preparation and planning are needed, starting from the establishment of clear quality standards. Quality standards can be defined as the quality standards applied by madrasahs/schools or institutions to meet the expectations of the community.²³ A similar sentiment was expressed by Asmawati, stating that quality or excellence is a depiction of a product or service that is good in appearance or use, capable of meeting needs or expectations, and able to satisfy customers.²⁴ The Quality Standards of environmentally-oriented madrasahs encompass various aspects that ensure that madrasahs not only focus on improving the quality of education but also on environmental preservation and the development of ecological awareness among students, teachers, and the entire madrasah community. As presented by the head of the madrasah along with the Adiwiyata movement team²⁵ explaining several quality standards that are generally applied in environmentally-oriented madrasahs, particularly within the framework of the Adiwiyata program,

²⁰ Dokumentasi MTs Yanbuu Quran Muria; <https://www.instagram.com/p/C8oiWHMyvoi/>

²¹ Zaenuri, Kepala Madrasah Tsanawiyah; Wawancara oleh Peneliti pada September 2024

²² Norris I. Erhabor and Juliet U. Don, 'Impact of Environmental Education on the Knowledge and Attitude of Students towards the Environment.', *International Journal of Environmental and Science Education* 11, no. 12 (2016): 5368.

²³ Dwi Asmawati, Imam Makruf, and Supriyanto Supriyanto, 'Strategi Kepala Untuk Meningkatkan Kualitas Madrasah Di MTs Negeri 2 Sukoharjo', *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (2022): 10379–88.

²⁴ Asmawati, Makruf, and Supriyanto.

²⁵ Zaenuri, Kepala Madrasah Tsanawiyah, baca juga dokumen RPLH MTs Yanbuul Quran Muria

which includes several aspects starting from the Basic Reference of Quality Standards for Environmentally-Oriented Madrasahs.

Quality Standards become important as the foundational basis for a program to be implemented. Moreover, the central role of the head of the madrasah and the foundation manager, who synergize as top leaders with a visionary spirit as environmentally aware educators, becomes the key to achieving a quality environmentally aware madrasah. The head of the madrasah conducts mapping research to establish the quality standards of an environmentally aware madrasah through the adiwiyata program. The activity involves preparing the Annual Environmental Care and Culture Movement Plan for MTs Tahfidh Putri Yanbu'ul Qur'an 2 Muria for the 2022/2023 fiscal year. At this stage, the head of the madrasa, along with the Adiwiyata driving team, conducts an analysis of mapping the potential and issues related to the environment and prepares a self-evaluation of the madrasa based on the 8 national education standards. From here, the standards for environmentally-based madrasah quality are formulated and then developed and implemented through various strategies.

The Quality Standards of Madrasah Tsanawiyah Yanbu'ul Qur'an Muria refer to Government Regulation No. 19 of 2005 and updated by Government Regulation No. 13 of 2015, which contains eight national education standards consisting of 8 educational standards that include graduate competency standards, content standards, process standards, assessment standards, management standards, educator and educational staff standards, infrastructure standards, and financing standards.²⁶ The eight standards are actively involved and integrated with environmental values. These eight standards are then developed by the madrasah to enhance the quality of education in environment-based madrasahs. In practice, the head of the madrasah integrates Adiwiyata values into every national education standard so that the four main components of the Adiwiyata program are fulfilled. For example, the madrasah curriculum must be fully integrated with environmental preservation values, and various environmentally-oriented policies are formulated, such as policies on cleanliness programs and others. In the infrastructure standards, it must reflect environmental friendliness, such as the placement of every trash bin and in other standards. The integration of two policy regulations where the adiwiyata components are integrated into these eight national standards serves as a reference for the quality standards of sustainable madrasah

²⁶ Dokumen Renccana Aksi Gerakan Peduli Lingkungan MTs Yanbbuul Quran Muria

development.

Strategy for Improving the Quality of Environmentally Conscious Madrasahs

The improvement of the quality of environmentally-oriented madrasahs cannot be realized without the synergy of all elements of the madrasah community. In addition to the need for a strong leader with an environmental spirit, cooperation from all members of the madrasah community is certainly required, in this case, the teachers and instructors present. The Adiwiyata program creates favorable conditions for madrasahs to become learning tools and awareness-raising places for madrasah residents, including educators, educational staff, students, and the surrounding community, in an effort to realize environmentally caring and cultured madrasahs to promote environmental conservation and sustainable development.²⁷ As stated in the Tbilisi Declaration, environmental education is defined as "a learning process that increases people's knowledge and awareness about the environment and related challenges, develops the skills and expertise needed to address these challenges, and fosters attitudes, motivation, and commitment to make informed decisions and take responsible actions towards nature and the environment."²⁸ In its implementation, the head along with all the residents of the madrasah are committed to carrying out the adiwiyata program.

In its implementation, the principal applies a democratic and visionary leadership style to achieve the grand goals and educational aspirations at Yanbu'ul Quran Muria 2. Every member of the madrasah is encouraged to express their ideas and positive opinions in order to achieve common goals. In addition to a democratic leadership pattern, in the implementation of the Adiwiyata program, the head of the madrasah applies three strategic stages in improving the quality of Yanbu'ul Quran Muria 2 madrasah with an environmental perspective, starting from the planning stage, the action implementation stage, and the evaluation stage.²⁹

First; At the planning stage, the madrasah formed an adiwiyata team

²⁷ Takarina Yusnidar, Dewi Liesnoor, and Eva Banowati, 'Peran Serta Warga Sekolah Dalam Mewujudkan Program Adiwiyata Di SMP Wilayah Semarang Barat', *JESS (Journal of Educational Social Studies)* 4, no. 1 (2015): 2, <https://journal.unnes.ac.id/sju/jess/article/view/6865>.

²⁸ Erhabor and Don, 'Impact of Environmental Education on the Knowledge and Attitude of Students towards the Environment.', 5368.

²⁹ Zaenuri, Wawancara kepala Madrasah, 2024

to prepare various kinds of readiness that must be completed according to the cluster levels of the adiwiyata program that will be pursued. The Adiwiyata program at MTs Yanbu'ul Quran Muria is implemented in stages and continuously, starting from the submission stage of the Adiwiyata program at the district level, then proceeding to the provincial level, and in the future, the madrasah aims to reach the national and independent levels. In the planning process, the head of the madrasah appointed several Adiwiyata cadres from among the teachers, educational staff, and students to take concrete actions together. Next, the head of the madrasa, along with the GPBLHS team, conducted actions of mapping, analysis, and identification of environmental potential and problems present at MTs Tahfidh Yanbu'ul Qur'an 2 Muria. In addition, the head of the madrasah, along with the team, prepared a proposal for activities/programs to the foundation's management in order to obtain both moral and material support. In the next stage, the head of the madrasah identified the potential of the Adiwiyata team while also inventorying several points that support and strengthen the importance and urgency of implementing the Adiwiyata program in the madrasah. These include the vast empty land around the madrasah and the madrasah building, which is integrated with the boarding school and other educational levels (MA Tahfidh Putri Yanbu'ul Qur'an 2 Muria), making the living environment easy to arrange and harmonize.³⁰

Various environmental management issues such as poorly managed waste, lack of synergy among stakeholders, increasingly hot ambient temperatures, diminishing green spaces, disaster potential, and many others serve as the main foundation that drives the necessity and importance for madrasahs to take steps to participate in the Adiwiyata program. Additionally, as a long-term planning strategy, the madrasa's land area of 6,460 m² makes it possible to be organized, managed, and utilized as green open space that serves as a water conservation area and environmental preservation.³¹ Some of these plans are supported by the strong spirit and commitment of the madrasah community, which has a solid and strong commitment in the field of environmental preservation efforts, prevention of environmental pollution, and prevention of environmental function damage. This is in line with Hidayat's opinion that to obtain the Adiwiyata status, a

³⁰ Tim Gerakan Peduli Dan Berbudaya Lingkungan Hidup Mts Tahfidh Yanbu'ul Qur'an 2 Muria, 'IDENTIFIKASI POTENSI DAN PERMASALAHAN LINGKUNGAN HIDUP MTs TAHFIDH YANBU'UL QUR'AN 2 MURIA (Dalam 5 Tahun Terakhir)', 2023.

³¹ Zaenuri, Kepala Madrasah Tsanawiyah; Wawancara oleh Peneliti pada September 2024

long process and stages are required not only from the education sector, but the Ministry of Environment is also involved in selecting schools eligible for the Adiwiyata title. Several criteria and requirements must also be prepared by the school as follows: a) the school has an environmentally aware school policy; b) implements an environmentally based curriculum; c) conducts participatory-based activities; d) has facilities and infrastructure supporting an environmentally caring and cultured school; e) has competent educators and educational staff; f) has facilities and infrastructure supporting an environmentally caring and cultured school; and g) has adequate funds to support the implementation of environmentally caring and cultured school activities.³²

To achieve that grand goal, the head of the madrasah in developing an environmentally conscious madrasah begins by maximizing the 8 educational standards, which include 1) graduate competency standards, 2) content standards, 3) process standards, 4) assessment standards, 5) management standards, 6) educator and educational staff standards, 7) infrastructure standards, and 8) financing standards.³³ Next, the head of the madrasah gathers all the teaching staff to collectively conduct socialization and implementation of preparing the EDS, UPMLH, Environmentally-Based Curriculum Documents, RKT, and RKJM through a meeting forum.³⁴ From the results of the meeting, in order for the document to be truly well-implemented, the head of the madrasah conducts monitoring of the implementation of learning activities or academic supervision in each class to ensure that the program is truly well-implemented. The head of the madrasah ensures that the teachers' learning tools are truly integrated with the values of environmental preservation and documents them.³⁵

In addition to the environmental program integrated into the national curriculum, the head of the madrasah also formulates an environmentally aware madrasah policy plan in the form of habituation programs for madrasah students, one of which is through clean-up day activities. The clean-up day program includes activities related to the daily lives of students both in the madrasah environment and in the dormitory environment. Some of these activity models include ensuring the tidiness of sandals, cleanliness of the floor around the pots, cleanliness of the classroom environment,

³² Rofiq Hidayat, 'Evaluation on Instructional Management of Islamic Education in Adiwiyata School', *AJMIE: Alhikam Journal of Multidisciplinary Islamic Education* 1, no. 1 (2020): 50.

³³ Dokumen Rencana Aksi Gerakan Peduli Lingkungan MTs Yanbbuul Quran Muria

³⁴ Dokumen Undangan Rapat Dewan Guru MTs Yanbuul Quran Muria, 2024

³⁵ Zaenuri, Kepala Madrasah; Wawancara oleh Peneliti pada September 2024

cleanliness of the fans, classroom tidiness, cleanliness of the bathroom, habituation of watering flowers, cleanliness of the drainage channels and grass around the madrasa, as well as several supporting habituation programs, including promoting the use of shopping bags when shopping at the pesantren minimarket.³⁶ Through the implementation of a character education program based on habituation in madrasahs, it must be carried out consciously and systematically planned because a person's character can be formed through intervention and structured habituation.³⁷

Second; At the implementation or action stage, the head of the madrasah maximizes the eight national education standards and the four basic components of the Adiwiyata program and integrates them with the values of environmental preservation. The implementation process certainly involves all members of the madrasah academic community. As a form of implementing the madrasah's vision of "quran amali," the madrasah innovates by making the Adiwiyata program a practical expression of the spirit of grounding the Quran. This is as outlined in the "Qur'an Amali" Vision, which not only equips students with the practical aspects of memorizing Quranic verses but also internalizes the values contained in the Quran into daily activities, especially those related to environmental preservation. Some of the researchers' findings in the field related to the implementation of strategies concerning graduate competency standards include the Madrasah establishing environmental participation activities in the community for students, the Madrasah conducting competency training for Adiwiyata cadres, and strengthening the competencies of Adiwiyata cadres through upgrading and internalization. The implementation of environmentally friendly behavior through green habituation for learners.³⁸

The implementation begins with executing the plan on Content Standards and Management Standards. At this stage, the head of the madrasah, through the role of the Curriculum Deputy along with the teaching staff, conducts curriculum identification and content review to ensure its alignment with the environmental awareness program, integrates the implementation of the Environmental Program into the curriculum documents, formulates the School Environmental Care and Culture Movement (GPBLHS) activities in the program plan based on the school self-

³⁶ Tim Pengerak Program Adiwiyata Madrasah, 2024

³⁷ Aiman Faiz, 'Program Pembiasaan Berbasis Pendidikan Karakter Di Sekolah', *Jurnal PGSD* 5, no. 2 (2019): 8.

³⁸ Dokumentasi Rencana dan Implementasi Aksi PRLH MTs Yanbuul Quran Muria; 2024

evaluation (EDS) and Environmental Potential and Problems Identification (IPMLH), and develops study plans and builds cooperation networks in the field of the environment with related parties, including PT. Djarum through Kudus asyik, Joyo Waste Bank, and Al Fatah Clinic.³⁹

In the aspect of process standard supervision, Tsanawiyah Yanbu'ul Quran 2 Muria Middle School conducts technical guidance in the form of workshops or teacher training to strengthen the program and how to integrate 3R materials into every teaching and learning activity.⁴⁰ In the aspect of assessment standards, the Madrasah conducts technical guidance through workshops and training on Special Education Assessment, reviews assessment instruments on integrated PRLH learning devices, and implements monitoring and evaluation of the GPBLHS Program.⁴¹ In terms of financing, the madrasah also conducts a budget review related to environmental fields and prepares and describes the budget plan for PBLHS activities. The activity begins with the identification of needs along with their budget, which is then approved by the Adiwiyata program driving team and submitted to the foundation's management.⁴²

In the aspect of educator and educational staff standards, they are the spearhead of a program's success. As per the results of interviews, observations, and documentation in the field, the researchers found data indicating that the madrasahs consistently implement Human Resource Capacity Building with an ecological/environmentally friendly spirit. This is carried out to support the implementation of environmentally friendly behavior (PRLH) in every subject and extracurricular activity. In its implementation, the madrasah also consistently involves the community by participating in activities commemorating environmental days and other incidental agendas. The standards for facilities and infrastructure are equally important. The implementation of the program is certainly supported by the improvement of facilities and infrastructure that have been previously proposed by the madrasah. Among the supporting facilities and infrastructure related to the environmental awareness program are the construction of a Green House, the production of dry compost, the creation of biopores, the provision of segregated waste bins, the utilization of Rainwater Harvesting (RWH), the planting of shade trees, the revitalization

³⁹ Dokumentasi Rencana dan Implementasi Aksi PRLH MTs Yanbuul Quran Muria; 2024

⁴⁰ Dokumentasi...;2024

⁴¹ Dokumentasi...;2024

⁴² Zaenuri; Wawancara Kepala Madrasah 2024

of the madrasah garden, the provision of handwashing stations, the establishment of a medicinal plant garden, the construction of an environmentally friendly waste disposal site, the maintenance of drainage and sanitation by students and community members at the madrasah, and the optimization of online media (website, Instagram, YouTube) for the integration of environmental awareness activities.⁴³ At the Management Standards stage through the Madrasah's PRLH-based Superior Program, as per the results of interviews and documentation, the madrasah also formulates superior programs as a brand of an environmentally aware madrasah. This is structured to support the acceleration of achieving the goals, in this case, the Adiwiyata program. Among these programs are the Sadikah Program (Waste Becomes Blessing), Pak Teja Program (Use Shopping Bags), Gusi Sakit Program (One Teacher, One Time), and World Cleanup Day Program for students,⁴⁴ In this activity, students are directed to implement environmental awareness by keeping every corner of the madrasah clean and tidy, including the grass and gutters.⁴⁵ The process of implementing this strategy, from planning to execution, is carried out with intensive supervision under the madrasah head as the top leader and direct supervisor, and is accountable to the foundation chairman and the government.

Third; In the monitoring and evaluation stage, as the Adiwiyata program is rolled out by the environmental agency, it also has the responsibility for the sustainability of the program by conducting monitoring and evaluation of the Adiwiyata program's development at MTs Yanbu'ul Quran 2 Muria. Implementation Monitoring and evaluation of the program are carried out starting from the internal level by the head of the madrasah and the Adiwiyata driving team, as well as the teaching staff, by inventorying all aspects of the environmentally conscious activity-based program. Various existing programs are viewed from different angles, starting from achievement targets, monitoring results, and program implementation with indicators of changes in physical conditions and their impact on changes in the behavior of the madrasah community environment.⁴⁶

⁴³ Dokumentasi Peneliti 2024

⁴⁴ 'MTs Tahfidh Putri Yanbu'ul Qur'an 2 Muria (@mts_tpyq2m) • Instagram Photos and Videos', 21 September 2024, https://www.instagram.com/mts_tpyq2m/.

⁴⁵ Dokumentasi kegiatan World Cleanup Day MTs Tahfidh Putri Yanbu'ul Qur'an 2 Muria Sabtu, 21 September 2024

⁴⁶ Dokumentasi Hasil Pemantauan Dan Evaluasi Pelaksanaan Gerakan Pblhs Mts Tahfidh Putri Yanbu'ul Qur'an 2 Muria tahun 2024

In addition to internal evaluations within the management of the madrasah, evaluations are also conducted by the foundation and the madrasah committee as the main budget donors, considering the positive impact on program achievement and the absorption of the budget that has been provided, whether the proposed and implemented programs are targeted and effective or not. This is part of the evaluation of the achievement of a budget program proposal as the basis for re-submission in the next stage. The PKPLH department also supervises the implementation of the program, reviewing how it is carried out from various angles, including the greening program, waste bank program, environmental awareness habituation program, and other programs. This is a form of government oversight and ensures that madrasahs are also seriously involved in government programs. As the author has observed in the field, the evaluation and monitoring processes have been carried out well by the madrasah, in line with the research conducted by Permana et al. that environmental awareness in madrasah requires the organization of work culture in several aspects, starting from the division of roles and tasks or delegation of work, implementation of activities, as well as monitoring and evaluation according to their respective positions and roles in the educational institution.⁴⁷

Obstacles In Improving The Quality of Adiwiyata Madrasahs

Various obstacles have emerged one after another along with the implementation of the Adiwiyata madrasah program at MTs Yanbu'ul Quran 2 Muria. Among the various obstacles encountered, one of the main challenges is the madrasa environment, which is not yet fully organized due to ongoing construction. The constant movement of material transport vehicles causes dust to fly around, making the madrasa floors less sterile.⁴⁸ The waste management is not yet optimal, the madrasah environment location is used as a car parking area during visitation activities or the arrival/departure of students, and the synergy between the teaching staff and stakeholders in the environmental care program is not yet optimal.⁴⁹ On another aspect, the success of the Adiwiyata program is inseparable from a large budget, which requires careful planning. According to Setiabudi et al., the main challenge faced in managing environmentally-oriented madrasahs

⁴⁷ Bayu Indra Permana and Nurul Ulfatin, 'Budaya Sekolah Berwawasan Lingkungan Pada Sekolah Adiwiyata Mandiri', *Ilmu Pendidikan: Jurnal Kajian Teori Dan Praktik Kependidikan* 3, no. 1 (2018): 19.

⁴⁸ Tim Penggerak Program Adiwiyata Madrasah, 2024

⁴⁹ Tim Penggerak Program Adiwiyata Madrasah, 2024

is one of the operational and maintenance costs, which reflects the need for better financial planning and possibly seeking additional funding sources from outside.⁵⁰ Furthermore, the implementation of the program requires a strategy of exemplary behavior and consistent and steadfast supervision by the teachers, which is important to continue applying because, according to the presentation by the head of the Adiwiyata team, habituation will be more effective if balanced with supervision from the council of teachers. However, when habituation is not monitored by the teachers, it is still found that students lack awareness of environmental cleanliness.⁵¹ This certainly impacts the assessment from the environmental agency considering that according to information, before 2019, the assessment of Adiwiyata status was more focused on the completeness of facilities and infrastructure, but the assessment mindset has shifted to habituation programs for now.⁵²

¹ Besides the aforementioned obstacles, various other problems also color the implementation process of the Adiwiyata program. The results of the Focus Group discussion revealed several presentations from teachers, the Adiwiyata program driving team, and the heads of Madrasahs, among which most educational institutions chose not to participate or rejected the program offered by the Environmental Agency, citing the reason that it would add to their workload.⁵³ Additionally, from the presentation of the teachers involved in monitoring the program, several obstacles were highlighted, including the frequent relocation or shifting of trash bins, especially in the ro'an habituation program⁵⁴ because the adiwiyata program conflicts with the pesantren ro'an program.⁵⁵ The accumulation of plastic snack wrappers, Plant care has become a tourist moment, so the practice is not about maintaining and sorting damaged leaves but rather picking the visually appealing flowers. This has become a natural phenomenon because the presence of this green area has successfully created a fresher learning environment.⁵⁶ Another case occurred in the implementation of the plant sorting and watering program, where

⁵⁰ Dede Indra Setiabudi et al., 'Inovasi Pengembangan Infrastruktur Madrasah Berbasis Ramah Lingkungan', *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 3759–68.

⁵¹ Ketua Tim Adiwiyata MTs Yanbuul Quran Muria, wawancara FGD 2024

⁵² Zainuri, Kepala Madrasah, wawancara 2024

⁵³ Ketua Tim Adiwiyata 2024

⁵⁴ Ro'an adalah istilah yang populer digunakan di pesantren untuk menunjukkan aktivitas gotong royong atau kerja bakti yang melibatkan banyak santri. Tradisi roan sangat erat kaitannya dengan ajaran Islam tentang kebersihan lingkungan

⁵⁵ Zainuri, Kepala Madrasah, Wawancara 2024

⁵⁶ Setiabudi et al., 'Inovasi Pengembangan Infrastruktur Madrasah Berbasis Ramah Lingkungan'.

different and changing students executed the program, resulting in varying and suboptimal outcomes. Moreover, the greening and school garden planting program is hindered by hard soil. Another obstacle is that the Adiwiyata cadres at the student level have not yet been fully effective, so they still require continuous strengthening and mentoring.

Conclusion

As MTs Yanbu'ul Quran 2 Muria Kudus Regency develops, the madrasah management continues to improve quality and excellence to provide greater satisfaction to users, including students, parents, and the surrounding community. Various flagship programs continue to be developed to support the achievements of the madrasah graduates who are capable of competing in the future global competition. The branding of the traditional madrasah based on Quran memorization, which has long been associated with MTs Yanbu'ul Quran Muria, not only remains its main characteristic but also continues to innovate with a new face to meet global demands and challenges. One form of development for the Yanbu'ul Quran 2 Muria tahfidzul Quran madrasah is integrating the Adiwiyata program as a fundamental basis for improving the quality of the madrasah and its graduates, who not only possess competence and understanding of the Quran but are also able to embody the Quran in daily life through environmental preservation.

The standard foundation ¹ for the development of the quality of the Adiwiyata madrasah program includes several strategies, among which the first is integrating Adiwiyata components into the preparation of documents and policies within the eight national education standards. Second, the head of the madrasah undertakes the planning stages, which include mapping potential for formulating environmentally aware policies integrated into the eight national education standards, the action implementation stage carried out collectively, and the periodic evaluation stage involving the foundation and the environmental agency. Third, the head of the madrasah presents himself as a democratic leader who is able to protect all members of the madrasah, ensuring that the various policies implemented are valuable and targeted. The implementation of the strategy to improve the quality of environmentally aware madrasahs cannot be realized without the synergy of all elements of the madrasah community. The presence of a democratic leadership model, along with a spirit and awareness towards improving the quality of Adiwiyata madrasahs, becomes the key to the advancement of educational institutions. With a democratic leadership model, a discussion

space is created for all elements to express their ideas and positive opinions regarding the achievements of the madrasah's goals. Every program certainly encounters obstacles that arise, such as the lack of student awareness about cleanliness culture, the accumulation of waste, and others, prompting the formation of a forum with the head of the madrasa, the teaching staff, and the Adiwiyata driving team as a space for problem-solving and establishing alternative solutions for each emerging obstacle. The Adiwiyata program has become a long-term initiative and requires sustainable collective performance, where its implementation process still needs intensive supervision from various sectors and collective awareness from all members of the madrasah community.

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