

Evaluation of School Program Gaps Adiwiyata in Forming Character Profile Pancasila Students at SD Negeri 03 Jati Jaten Karanganyar District

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ABSTRACT

The Adiwiyata program has the character value of caring for the environment in a person to carry out activities related to nature. Through the Adiwiyata School Program, students can be trained to have creative, adaptive, collaborative and independent behavior in accordance with the Pancasila student profile. The aim of this research is to evaluate the implementation of the Adiwiyata School program in finding gaps in the design, installation, process, product and cost-benefit aspects of the Adiwiyata School Program at SD Negeri 03 Jati Jaten, Karanganyar Regency. Program evaluation to ensure the Adiwiyata program is implemented in accordance with the objectives and results as a recommendation to improve the Adiwiyata program in this school. This research uses the DEM (discrepancy evaluation model) evaluation model or what is usually called a gap evaluation model which focuses on every aspect of design, installation, process, product and cost-benefit. This research uses descriptive qualitative research. Data and information collection regarding program implementation in providing guidance to students is carried out by means of interviews, document studies, and observations. Data analysis was carried out through a process of data reduction, data presentation, and drawing conclusions. The results concluded that the Adiwiyata

program at SD Negeri 03 Jati was implemented well even though it had not fully met the targets set. In the design aspect, no gaps were found at all. In the design aspect, no gaps were found at all. Meanwhile, in the installation aspect there is a gap of 12.5%, in the process aspect there is a gap of 11.25%, in the product aspect there is a gap of 16.67%, and in the cost-benefit aspect there is a gap of 12.5%. Based on the gap findings, there are several recommendations that can be proposed, firstly to the school to continue the program by improving the management of environment-based curriculum components by increasing collaboration with all school members and participatory activities by means of intensive and sustainable mentoring as well as budget allocation for the development of the Adiwiyata program. The second recommendation is for the Environmental Service and Adiwiyata School Trustees to provide assistance and provide support for Adiwiyata schools.

Keywords: Program Evaluation, DEM, SD Negeri 03 Jati

INTRODUCTION

In accordance with article 3 of the National Education System Law Number 20 of 2003, the function of national education is to develop abilities and shape the character and civilization of the nation to educate the next generation so that the potential of students

can develop into faith and devotion to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and responsible.

The aim of education is to educate children to become perfect human beings in their lives and their environment. Therefore, educational activities are carried out to obtain changes in the behavior of people who take part in education. These behavioral changes can take the form of skills, increased knowledge, expertise and changes in attitudes and behavior.

By protecting nature, we can create creative, adaptive, collaborative and independent behavior in students which must be instilled from an early age so that students become the next generation of the nation who love nature and the environment. Creative, adaptive, collaborative and independent behavior can be formed from an early age in students, one of which is by instilling character education. One effort to make this happen is by implementing the Adiwiyata School Program.

Maula (in Muhamad Arham Dzul kifli, 2020) stated that there are character values that are relevant to the Adiwiyata Program, namely caring for the environment. Caring for the environment can be understood as this attitude that encourages and supports the environment, which can be implemented within a person to carry out actions that can promote and maintain the quality and quantity of the environment in every activity related to the environment.

The government's national program regarding the environment in the scope of education is Adiwiyata. The Adiwiyata program is a movement that cares about the environment. This movement has many positive benefits for students, one of which is fostering creative, adaptive, collaborative and independent characters. The Adiwiyata Program is a government program that has been designed since 2004 with the aim of creating a good environment for school residents (teachers and staff, students, school committees) through educational, participatory and sustainable principles.

Regarding the guidelines for implementing the Adiwiyata program, it has been regulated in the Republic of Indonesia Minister of Environment Regulation No. 05/2013 in article 3 states that: "This Ministerial Regulation aims to provide direction and guidance for the implementation of the Adiwiyata Program to all implementing elements of the Adiwiyata Program both at the central and regional levels."

In the Republic of Indonesia Minister of Environment Regulation No. 05/2013 article 6 lists the components of the Adiwiyata program, including; environmentally friendly aspects of school policy; environmentally based school curriculum aspects; aspects of participatory-based school activities; and aspects of managing environmentally friendly school supporting facilities and infrastructure.

Suharsini Arikunto and Cepi Safruddin in their book entitled Evaluation of Educational Programs (2018:2) state that evaluation activities are carried out to collect information as data that will be analyzed and the results will be recommended to the agency or institution implementing a program in making decisions that will be taken for its sustainability. the program.

According to William Dunn in Heri Retnawati (2020: 1.12) that evaluation is a method for analyzing policies which aims to produce information about programs that have been implemented. This process aims to assess the usefulness and benefits that have been achieved, as well as to reveal, investigate, and interpret this information as a basis for making decisions regarding future programs.

According to Retnawati and Mulyatiningsih (2020:2.4), the Discrepancy Evaluation Model was developed by Malcolm M. Provus in 1971; is an important approach to program management that aims to ensure that program objectives are achieved effectively. In this process, the first step is to establish clear and measurable standards that will serve as a reference in assessing program performance. After standards are set, the next step is to collect program

implementation data to compare with these standards. This evaluation also helps in making strategic decisions about the future of the program, such as whether the program is worth maintaining in its current form, needs to be improved to increase its effectiveness, modified to be more relevant to current needs, or even terminated if it no longer provides the expected value.

The results of the discrepancy evaluation model (Discrepancy Evaluation Model) of the Adiwiyata School Program conducted by Heleri (2021) at SMP Negeri 2 Balusu stated that overall it was implemented well, at the design stage there were no gaps, program installation, program process, and cost-benefit gap scores. very low.

In Muhammad Eka Mahmud's (2019) research, which used a qualitative case study type approach, it showed that in general learning management at the East Kalimantan Adiwiyata School was integrated in extracurricular activities with the Adiwiyata school program as an effort to achieve learning objectives in order to prepare students to believe, understand, and practice environmental culture lessons well.

Evaluation research was carried out at SD Negeri 03 Jati Jaten, Karanganyar Regency on the grounds that the school has an A-accredited educational status and has implemented the Adiwiyata School program since 2014 and received an award as a National Independent Adiwiyata School since 2017. As time goes by, the Adiwiyata School program needs to be evaluated. with the aim of finding out the design, installation, process, product and cost-benefit aspects of the Adiwiyata School program at SD Negeri 03 Jati.

MATERIALS & METHODS

The type of evaluative research carried out by researchers is descriptive qualitative research. According to Sugiyono in Sukestiyarno (2021:203) that qualitative research methods are defined as research methods used to examine the conditions of natural objects, where the researcher is the key instrument, the data collection technique

is carried out by triangulation (a combination of interviews, observation, documentation), The data obtained tends to be qualitative, the data analysis is inductive and tends to interpret or understand uniqueness, construct phenomena, and find hypotheses.

Evaluation research is conducted with the aim of improving the effectiveness of a policy or program, based on feedback from people involved in implementing the program. So this evaluation research was carried out to evaluate the Adiwiyata School Program at SD Negeri 03 Jati. This research uses the Discrepancy Evaluation Model or gap evaluation model with design, installation, process, product and cost-benefit stages in evaluating the Adiwiyata School Program at SD Negeri 03 Jati.

Qualitative data collection procedures in this research were obtained through interviews, document studies and observations obtained from primary data (information from sources; teachers, school principals, students and school staff) and secondary data from school document studies (KOSP, RKAS and etc).

The discrepancy evaluation model research lies in the activity of comparing the actual implementation of the program with the program criteria in accordance with established standards. The evaluation criteria developed are based on the Adiwiyata program standards to determine the gaps that exist in each program component which are visible in the five discrepancy evaluation stages: 1) Design, at this stage the design of the Adiwiyata school program designed by the Adiwiyata school designed by the school will be compared with the design. programs based on standards set by the government; 2) Installation, at this stage the installation (supporting capacity) of the Adiwiyata program provided by the school will be compared with the supporting capacity of implementing the Adiwiyata program based on government standards; 3) Process, at this stage the actual implementation process of the Adiwiyata school program in schools will be compared with the program

implementation process based on the school program plan; 4) Product, at this stage the achievement of the Adiwiyata program objectives in the school will be compared with the achievement of the Adiwiyata program objectives expected by the school; 5) Cost-benefit, at this stage the efficiency of the Adiwiyata school program will be reviewed by analyzing the costs incurred with the benefits obtained in implementing the program.

The data obtained was analyzed through the stages of data reduction, data presentation/display, and verification and drawing conclusions.

RESULT

1. Evaluasi Desain Program Sekolah Adiwiyata dengan menggali informasi menggunakan pedoman wawancara dengan Kepala Sekolah, ketua program, guru dan studi dokumen. Pengembangan program sekolah Adiwiyata mengacu pada empat komponen dasar, yaitu; kebijakan sekolah berwawasan lingkungan, kurikulum berbasis lingkungan, kegiatan lingkungan berbasis partisipatif, dan pengelolaan sarana pendukung ramah lingkungan. Hasil analisis aspek desain program seperti dalam tabel berikut :

No.	Component	Standard (%)	Performance (%)	Gaps (%)
1	Environmentally sound policies	100	100	0
2	Environment-based curriculum	100	100	0
3	Participatory based environmental activities	100	100	0
4	Environmentally friendly supporting facilities	100	100	0
Average		100	100	0

Description: a) 1%-20% (very low); b) 21%-40% (low); c) 41%-60% (medium); d) 61%-80% (high); e) 81%-100% (very high)

The average level of discrepancy in the design aspect of the Adiwiyata School program is 0, meaning that the conformity of the school program design with the Adiwiyata School standards is 100%. In other words, SD Negeri 03 Jati in the design aspect has gone well.

of environmentally friendly curriculum, human resources, infrastructure and budget in accordance with Adiwiyata school standards compared to the actual conditions at SD Negeri 03 Jati. From the results of interviews with sources and document studies, data was obtained which was then analyzed as in the following table:

2. Evaluation of the Adiwiyata School Program Installation in terms of aspects

No.	Component	Standard (%)	Performance (%)	Gaps (%)
1	Curriculum	100	100	0
2	Human Resources	100	100	0
3	Supporting Facilities	100	100	0
4	Financing	100	50	50
Average		100	87,5%	12,5%

Description: a) 1%-20% (very low); b) 21%-40% (low); c) 41%-60% (medium); d) 61%-80% (high); e) 81%-100% (very high)

The average level of gap in the program installation aspect is 12.5% in the very low category. In other words, the level of gap in the program installation aspect is 87.5%, which means that the performance of SD Negeri 03 Jati in the Adiwiyata school program installation aspect has gone well.

3. Evaluation of the Adiwiyata School Program Process, in reality the program will be compared with the school's program implementation plan according to standards in aspects of environmentally friendly policies, environmentally based curriculum,

participatory environmental activities and management of environmentally friendly supporting facilities. Data obtained through interviews, document

studies and observations were analyzed, the results of which are shown in the following table:

No.	Component	Standard (%)	Performance (%)	Gaps (%)
1	Environmentally sound policies	100	80	20
2	Environment-based curriculum	100	75	25
3	Participatory based environmental activities	100	100	0
4	Environmentally friendly supporting facilities	100	100	0
Average		100	88,75%	11,25%

Description: a) 1%-20% (very low); b) 21%-40% (low); c) 41%-60% (medium); d) 61%-80% (high); e) 81%-100% (very high)

The average level of gap in the Adiwiyata School program process aspect is 11.25%, in the very low category. SD Negeri 03 Jati has fulfilled the process aspects according to standards. This means that the program process conformity level is 88.75%, which shows that the school's performance is running well.

4. Evaluation of Adiwiyata School Program Products, program development is related to achieving the objectives of the Adiwiyata School program, namely an attitude of caring for the environment and structuring the school environment. Through interviews with sources and document studies, the following data analysis results were obtained:

No.	Component	Standard (%)	Performance (%)	Gaps (%)
1	Environmental Concern Attitude	100	66,66	33,34
2	School Environmental Arrangement	100	100	0
Average		100	83,33%	16,67%

Description: a) 1%-20% (very low); b) 21%-40% (low); c) 41%-60% (medium); d) 61%-80% (high); e) 81%-100% (very high)

The average level of gap in the program product aspect is 16.67%, in the very low category. In other words, the suitability of the program product is 83.33% and shows that the performance of SD Negeri 03 Jati has been running well.

program cost efficiency by analyzing the costs incurred with the benefits obtained during program implementation. Obtaining data from interviews, document studies and observations related to cost-benefit was analyzed as follows:

5. Cost-Benefit Evaluation of the Adiwiyata School Program in terms of

No.	Component	Standard (%)	Performance (%)	Gaps (%)
1	Benefit	100	75	25
2	Cost	100	100	0
Average		100	87,5%	12,5%

Description: a) 1%-20% (very low); b) 21%-40% (low); c) 41%-60% (medium); d) 61%-80% (high); e) 81%-100% (very high)

The average level of gap in the cost-benefit aspect of the program is 12.5% in the very low category. The program suitability level

is 87.5% because the school has met most of the indicators in this aspect.

CONCLUSION

Based on the analysis of research results using the gap evaluation model, it can be concluded that the implementation of the Adiwiyata School program at SD Negeri 03 Jati has gone well even though it has not fully met the targets set.

1. There are no gaps in the Adiwiyata School program design, which means that the Adiwiyata School program design meets the standards set by the government. Of the four components of the Adiwiyata School program, starting from environmentally friendly policies, environmentally based curriculum, participatory environmental activities, and environmentally friendly supporting facilities, all have been included in the design of the Adiwiyata program at SD Negeri 03 Jati.
2. There is a gap of 12.5% in the installation of the Adiwiyata School program, in the very low category, which means that the school has fulfilled most of the components in the installation aspect of the Adiwiyata School program according to standards. In the financing component in terms of allocating funds for physical development which is directed at environmental management and infrastructure procurement. Meanwhile, funds for PPLH activities, curriculum and environmental learning, as well as school partnerships, are still very limited. This shows that the allocation of funds has not been carried out proportionally for all components of the Adiwiyata program.
3. The Adiwiyata School program process at SD Negeri 03 Jati has a gap of 11.25%, in the very low category, which means that most of the components in the Adiwiyata School program process aspect have been implemented by the school in accordance with predetermined standards. The implementation of the program process is implemented in four components of the Adiwiyata School program, as

follows: 1) Environmentally friendly policies, the budget allocation indicators for the Adiwiyata School program have not been carried out proportionally in all program components; 2) Environmentally based curriculum, on the competency indicators of teaching staff in developing environmental learning activities where there is no environmental learning program that directly involves the community and the indicator is that teaching staff have not communicated environmental learning innovations; 3) Participatory-based environmental activities, in the partnership aspect established by the school, there have been no environmental action activities by outside parties that have been participated in by the school and there has been no support provided by the school to improve efforts to protect and manage the environment; 4) Environmentally friendly supporting infrastructure, all indicators have been met by the school.

4. There is a gap of 16.67% in the Adiwiyata School program product, in the very low category, which means that the school has fulfilled most of the components in the Adiwiyata School program product aspect. There is still a gap in the aspect of concern for school residents, especially students who have not consistently implemented concern for the environment in their daily lives and tend to only do so when environmental activities are carried out together. Therefore, the school community's commitment to an environmental culture still needs to be strengthened through developing environmentally caring character on an ongoing basis.
5. Cost-Benefit of the Adiwiyata School program has a gap of 12.5% in the very low category, which means that most of the benefits of the Adiwiyata School program have been felt in real terms by SD Negeri 03 Jati and are comparable to

the costs incurred by the school. The gap in the benefits of the program has not been felt in real terms by the school in terms of increasing the efficiency of using school operational funds through saving resources and energy.

RECOMMENDATION

1. SD Negeri 03 Jati can continue the Adiwiyata School program by implementing: 1) strengthening collaboration between teachers in developing environmentally integrated learning activities; 2) intensive and sustainable mentoring, familiarization, and providing examples of environmentally conscious living behavior; 3) allocate a budget for the development of Adiwiyata School programs related to environmental maintenance; 4) attend seminars or technical guidance on environmental themes carried out by local governments or non-governmental organizations.
2. For the Environmental Service and Adiwiyata school supervisors to continue to provide assistance and provide support for Adiwiyata schools.

Declaration by Authors

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