



# EDUCATOR EMPOWERMENT STRATEGIES IN REALIZING AN EXCELLENT AND SUSTAINABLE ADIWIYATA SCHOOL AT SMPN 3 KEPANJEN

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## Abstract

Educator empowerment is an effort to improve the ability, performance and commitment of professional staff who are tasked with planning and implementing the learning process. The aim of this research is to: 1) find out strategies for empowering educators in creating superior and sustainable adiwiyata schools at SMPN 3 Kepanjen, 2) find out the supporting factors, obstacles, and ways to overcome educator empowerment in creating superior and sustainable adiwiyata schools at SMPN 3 Kepanjen, 3) find out the innovations used by SMPN 3 Kepanjen to empower educators in creating superior and sustainable adiwiyata schools. This study uses a qualitative approach of the case study type. The subjects of the study were the principal, adiwiyata supervisor, and educators. Data collection techniques used observation and interviews. Data analysis techniques in the form of data reduction, data presentation, and drawing conclusions/verification. The results of the study showed: 1) educator empowerment strategies: the formation of an adiwiyata team divided into working groups, conducting composting activities, holding a healthy canteen, carrying out cleaning activities every Friday, involving educators in maintaining environmental facilities, and conducting workshops to improve educators' understanding and skills related to environmental management, 2) supporting factors: availability of facilities and infrastructure, educators' awareness of the importance of the environment, and support from school residents and the surrounding community. Inhibiting factors: low awareness of some educators and students towards the adiwiyata program, lack of facility maintenance during school holidays, and limited time and workload of educators. How to overcome: implementing periodic monitoring and evaluation strategies such as monitoring and evaluation, commitment agreements, conducting coaching by inviting speakers from the environmental service, giving sanctions, and giving awards to active educators and students, and 3) innovations implemented: giving rewards in the form of shopping vouchers.

**Keywords:** Strategy; Teacher Empowerment; Adiwiyata School

## 1. Introduction

Empowerment, according to Ulfatin and Triwiyanto (2020), is the process of increasing human capacity through individual change and development, including the enhancement of abilities, confidence, authority, and responsibility, with the aim of supporting organizational implementation so that its performance becomes increasingly optimal. Empowerment is one of the components of human resource management, which consists of planning, procurement, selection, orientation, placement and assignment, compensation and welfare, empowerment, professional competency development and career paths, performance appraisal, as well as termination and dismissal. Management, according to James A. F. Stonner in Pananrangi (2017), is a process of planning, organizing, and utilizing or controlling other resources to achieve specific goals effectively and efficiently. Therefore, according to Fika and Zohriah (2024), human resource management is the process of managing the workforce that includes various stages, such as planning, recruitment, selection, training, development, compensation, career management, as well as ensuring occupational safety and health. In addition, this

management also includes maintaining industrial relations up to termination of employment, with the aim of achieving company success and improving the welfare of stakeholders. Empowerment in human resource management is an effort to enhance support capacity by developing skills, improving performance, and strengthening employee commitment.

According to Syarifuddin (2021), educators have the task of designing and implementing the learning process, assessing learning outcomes, providing instruction and training, and engaging in research and non-profit services, especially for educators in higher education institutions. It can be concluded that educator empowerment is an activity or effort to improve the ability, performance, and commitment of professional personnel who are responsible for planning and implementing the learning process or for overseeing the learning process. In addition to the definition of educators mentioned above, Hasan Langgulung in Syarifuddin (2021) argues that educators have tasks beyond transferring knowledge, namely as motivators and facilitators in the student learning process.

According to the Regulation of the Minister of Environment of the Republic of Indonesia Number 5 of 2013, as cited by Alvatina and Supriyanto (2023), an *Adiwiyata* school is a school characterized by concern and environmental culture practiced by all its members. Kirana et al. (2020) state that the *Adiwiyata* program is an initiative of the State Ministry of Environment aimed at increasing the knowledge and awareness of school residents in preserving environmental sustainability. This program is expected to encourage the active participation of all school members in creating a healthy environment and preventing negative impacts on the environment. The *Adiwiyata* program is expected to be implemented through collaboration among all school inhabitants, namely students, educators, and education personnel, to achieve a healthy environment and to avoid negative environmental impacts. Susy in Adimaswara et al. (2020) states that the implementation of the *Adiwiyata* program is based on two main principles, namely the participatory principle and the sustainability principle. After completing the entire *Adiwiyata* program and achieving the *Adiwiyata* award, schools should not be satisfied with that alone. Instead, schools must consider the sustainability of the *Adiwiyata* program by preparing the school to become an excellent and sustainable *Adiwiyata* institution.

Training and empowerment of educators in the *Adiwiyata* program is a form of social support to create healthy behaviors within the school environment and to realize an excellent and sustainable *Adiwiyata* school. The purpose of this educator empowerment is to strengthen the role of teachers in improving their understanding, correcting their perceptions of *Adiwiyata*, and increasing their environmental awareness as reflected in their daily attitudes and behaviors, thereby reinforcing an environmentally conscious culture in the school. In this regard, Subianto and Ramadan (2021) state that teachers act as facilitators who support and guide environmentally conscious activities through the *Adiwiyata* program during the learning process by integrating the *Adiwiyata* program into the lesson plans, so that while teaching, they can insert *Adiwiyata*-related materials relevant to the subject matter, which can then be applied in everyday life.

The study by Isaskar et al. (2025) shows that educator empowerment and training are essential in the *Adiwiyata* program because they can improve the quality of education, enhance teachers' capacity through innovative learning methods, increase environmental awareness, and develop skills in creating innovative products from organic waste. In its implementation, according to Kirana et al. (2020), realizing an *Adiwiyata* school requires planning that involves

all parties, the formation of an *Adiwiyata* team, the preparation of an environmental development program schedule, and the socialization of the *Adiwiyata* program to students and parents. Supporting factors toward becoming an *Adiwiyata* school, according to Syahri and Wibowo (2023), include the concern and enthusiasm of educators and students in greening the school environment, as well as cooperation among school members in carrying out the *Adiwiyata* program. On the other hand, inhibiting factors include limited government funding for realizing *Adiwiyata* schools and the low socio-economic status of students' parents.

Based on the introductory explanation above, it can be seen that there are still some schools that are satisfied with the awards or achievements they have received without making further efforts to improve them. Even when a school has strategies to enhance the *Adiwiyata* program, in reality, only certain individuals are involved in implementing the program. Therefore, this research was conducted to describe the strategies for empowering educators to realize an excellent and sustainable *Adiwiyata* school at SMPN 3 Kepanjen, the inhibiting factors and ways to overcome them in educator empowerment, as well as the innovations or unique strategies used by SMPN 3 Kepanjen to empower educators in realizing an excellent and sustainable *Adiwiyata* school. This can help other school communities in implementing a sustainable *Adiwiyata* school program.

## 2. Method

This study uses a qualitative approach. Bogdan and Taylor, as cited by Abdussamad (2021), explain that qualitative research is a method that produces descriptive data in the form of written or spoken words and observable behavior. The type of research used in this study is a case study. This research was conducted at SMPN 3 Kepanjen, located at Jl. Raya Sukoraharjo No.326, Blobo, Sukoharjo, Kepanjen District, Malang Regency, East Java 65163. The data sources in this research include the principal, *Adiwiyata* supervisor, and educators. The researcher used data collection techniques in the form of interviews and observations. According to Ultavia et al. (2023), interviews are a method of data collection carried out by asking questions to informants. Meanwhile, observation is a data collection technique obtained through the observation of various events or phenomena related to the research objectives. In this study, the researcher used a data analysis technique based on Ratnaningtyas et al. (2021), which is an interactive model in the form of detailed research using a method of directly recording data from people within the testing environment. Thus, data analysis went through several stages, including data reduction, data presentation, and conclusion drawing/verification. The researcher used data validity checking techniques such as prolonged observation, triangulation, and adequacy of reference materials.

## 3. Results and Discussion

### 3.1 Result

#### 3.1.1 Strategies for Empowering Educators in Achieving an Excellent and Sustainable *Adiwiyata* School at SMPN 3 Kepanjen

SMPN 3 Kepanjen is one of the junior high schools in Malang Regency, specifically located in Kepanjen, that has successfully implemented the *Adiwiyata* program by receiving

the Provincial Level *Adiwiyata* Award in 2024. One of the missions of SMPN 3 Kepanjen is to foster a love for culture, the environment, and religion as part of shaping students' character. Based on its vision and mission, SMPN 3 Kepanjen has a strong objective to implement the *Adiwiyata* school program. To achieve this, the school needs to mobilize all school components, including educators and students.

In realizing an excellent and sustainable *Adiwiyata* school, SMPN 3 Kepanjen implements several strategies to empower educators in understanding and applying the *Adiwiyata* school program, namely by actively engaging in activities related to the environment, such as carrying out cleaning activities every Friday for all school members, forming an *Adiwiyata* team consisting of educators themselves, which is then divided into several working groups (*POKJA*), including the canteen working group, TOGA working group, compost working group, cleanliness working group, restroom working group, and others. In addition, at SMPN 3 Kepanjen, educators are also advised not to begin lessons if the classroom is still dirty. Educators are also encouraged to participate in maintaining facilities and infrastructure that support the *Adiwiyata* program, namely the greenhouse, *Sempatig* forest (SMPN 3 Kepanjen), biopores, class gardens, gazebo, waste bank, family medicinal plants (TOGA), composting tools (composter), healthy canteen free from 5P (texturizer, flavor enhancer, sweetener, preservative, and coloring), and a spacious yard (with a land area of approximately 2 hectares).

In addition to the strategies mentioned above, the principal's strategy for empowering educators is by organizing workshops with speakers from the Environmental Agency or other private institutions on topics such as compost making, calculating waste generation, eco-enzymes, and other matters related to environmental education. These workshops are held at least once every two months and more frequently when a visitation is approaching. The workshops help educators enhance their skills and knowledge about the *Adiwiyata* program. After the workshops are conducted, monitoring and evaluation will follow. Monitoring and evaluation are carried out through *monevjar* and direct observation by the principal of each ongoing activity to ensure its alignment with the predetermined plan. This monitoring is done by reviewing the activity report records from each working group (*POKJA*).

The principal of SMPN 3 Kepanjen has another strategy to empower educators in realizing an excellent and sustainable *Adiwiyata* school, namely by giving rewards to educators who are actively supporting the *Adiwiyata* program in the form of shopping vouchers worth Rp. 200,000 and giving rewards to students in the form of shopping vouchers at the school canteen worth Rp. 10,000. This aims to motivate and encourage students, educators, and the entire school community to enthusiastically engage in environmental education and preserve the school environment. In addition to focusing on the *Adiwiyata* program, SMPN 3 Kepanjen is also starting to focus on becoming an excellent school with a sports-themed program.

### **3.1.2 Supporting and Inhibiting Factors and Strategies to Overcome Challenges in Empowering Educators to Realize an Excellent and Sustainable *Adiwiyata* School at SMPN 3 Kepanjen**

Every *Adiwiyata* activity or program is certainly influenced by various factors, both supportive and inhibiting. The supporting factors in implementing educator empowerment

strategies to realize an excellent and sustainable *Adiwiyata* school at SMPN 3 Kepanjen include the availability of facilities and infrastructure that support the empowerment process of educators in *Adiwiyata* activities, such as spacious land, abundant trees, and the presence of environmental education facilities. Other supporting factors include the awareness of educators regarding the school environment, collaboration with school members and the surrounding community due to good communication between school residents—including educators—and the local community, a large school area that allows for the development of green open spaces to support the educator empowerment program in realizing the *Adiwiyata* school, and sufficient funding to support the organization of workshops and the implementation of the *Adiwiyata* program.

The inhibiting factors in implementing educator empowerment strategies to realize an *Adiwiyata* school include the lack of environmental awareness among some teachers and limited time and workload, making it difficult for educators to allocate time for the *Adiwiyata* program. For example, during semester breaks, plants and *Adiwiyata* facilities are often left unattended, resulting in many plants being damaged or dying once the holidays are over. The lack of student awareness regarding environmental issues and the *Adiwiyata* program can also lead educators to neglect environmental education during the learning process. To overcome these obstacles, SMPN 3 implements several measures such as issuing warnings to those who violate program expectations, making agreements signed on stamped paper that are approved by the involved parties, conducting regular monitoring and evaluation of the program, and routinely carrying out environmental education (*PLH*) training.

## 3.2 Discussion

### 3.2.1 Strategies for Empowering Educators in Achieving an Excellent and Sustainable *Adiwiyata* School at SMPN 3 Kepanjen

Aziza et al. (2022) state that teachers are the spearhead of the success of the *Adiwiyata* program. To achieve the desired goals and satisfactory outcomes, a good strategy is needed to empower educators in order to realize an excellent and sustainable *Adiwiyata* school. According to Selegi et al. (2023), the term “strategy” was initially often used in the military domain, meaning the tactics of utilizing all military forces to win a war. This implies that a strategy is a method used to achieve success or to reach a goal optimally. Meika and Putra (2021) argue that the development of the *Adiwiyata* program in schools plays an important role, both in terms of policy, curriculum, environmental activities, supporting facilities, and school funding. Therefore, adequate and complete facilities and infrastructure, as well as optimal empowerment of educators and students, are essential in implementing the *Adiwiyata* program.

Mawangir and Puspita (2020) state that the indicators of the *Adiwiyata* program consist of four criteria: 1) policy aspect, 2) curriculum aspect, 3) management of facilities and infrastructure aspect, and 4) participatory-based school activities. All of these indicators can be easily achieved if all school members actively participate in and implement the *Adiwiyata* program to realize an excellent and sustainable *Adiwiyata* school. SMPN 3 Kepanjen, in its efforts to achieve an excellent and sustainable *Adiwiyata* school, has implemented all of these indicators. This is evident in the strategies applied by the school principal.

In the policy aspect, SMPN 3 Kepanjen implements environmental education in its mission, particularly in point 4, "Creating a conducive, safe, and comfortable school environment to support an effective teaching and learning process," and point 6, "Fostering love for culture, the environment, and religion as part of students' character development." In addition, the principal has established regulations to maintain and preserve the school environment, such as urging educators not to begin lessons if the classroom is still dirty, and giving rewards to educators or students who actively maintain and preserve the school environment, among others. In the curriculum aspect, environmental-based learning in the *Adiwiyata* program, according to Hindrasti et al. (2019), is characterized by the ability of educators to develop materials related to the environment and students' participation in learning activities about environmental conservation. The role of the teacher as an educator is crucial in this process, as teachers are required to be creative in linking subject matter with the principles of environmental protection and management. The curriculum used at SMPN 3 Kepanjen integrates environmental education in accordance with the *Adiwiyata* program and its policies. Educators at SMPN 3 Kepanjen develop local and global environmental issues in environmental education. Muslich in Nurdiati and Pambudi (2018) states that environmental education can be implemented through various methods, such as lectures, discussions, Q&A sessions, practice, and direct experience. Next is the aspect of facilities and infrastructure management, which is needed to support the policies and curriculum established at SMPN 3 Kepanjen. The school has fairly complete facilities and infrastructure, including the *Sempatig* forest, a large plot of land, composter, 5P-free canteen, greenhouse, biopores, gazebo, waste bank, and medicinal plants (*TOGA*). Tompodung et al. (2018) state that environmentally friendly supporting facilities and infrastructure serve as effective learning media for school residents to better understand how to manage the environment properly. The final aspect is participatory-based school activities. Participation, according to Qurrotaini and Bahij (2017), is the full involvement of the community through energy, thoughts, and feelings in supporting the planning, implementation, management, and evaluation of a program or activity. Community participation is reflected in their involvement in counseling programs, as well as in preservation and maintenance activities organized by the government or through personal initiative. Participatory activities at SMPN 3 Kepanjen are carried out through the Friday cleaning activities involving all school members, participating in workshops related to environmental education, joining all *Adiwiyata* program activities at school, and forming working groups (*POKJA*). This is in line with the theory of Tri Warsiati in the study by Mustafa and Gunansyah (2023), which states that if a school wants to become an *Adiwiyata* school, the first step is to form an *Adiwiyata* team or working group. *POKJA*, according to Hastuti et al. (2021), is a group or team that works together in implementing the *Adiwiyata* program, one of which is being responsible for managing the school environment, including ensuring the involvement of all school members, where active participation of students becomes an important aspect.

After implementing these strategies, monitoring and evaluation will be carried out. Monitoring and evaluation at SMPN 3 Kepanjen are conducted through *moneyjar* and supervision by the principal on each ongoing activity to ensure its alignment with the predetermined plans. This monitoring is carried out by reviewing the activity report records from each working group (*POKJA*). This is in line with the Ministry of Environment as stated in Riki and Sumarnie (2021), which explains that monitoring and evaluation are conducted to assess the extent to which the school's *Adiwiyata* team has achieved the targets set in the

environmental action plan, as well as to measure the progress made according to expectations. Isaskar et al. (2025) mention that the educator empowerment program in supporting the *Adiwiyata* program includes three main activities: socialization, workshops, and evaluation. Sugiyanto and Abdullah (2022) argue that the principal optimizes the empowerment of the potential of educators, education personnel, and students in utilizing the school's supporting facilities to build an *Adiwiyata* school culture through various working groups (*POKJA*). Forefry (2017) states that if a school wants to upgrade its status to a high-quality school, empowering educators is a necessity. Teacher empowerment strategies have proven effective in shaping professional teachers in excellent schools. Therefore, in order to realize an excellent and sustainable *Adiwiyata* school, strategies to empower educators are essential.

### **3.2.2 Supporting and Inhibiting Factors and Strategies to Overcome Challenges in Empowering Educators to Realize an Excellent and Sustainable Adiwiyata School at SMPN 3 Kepanjen**

The implementation of the *Adiwiyata* program, according to Zubair et al. (2020), is carried out in stages, starting from the Regency/City level, followed by the Provincial level, the National level, and finally reaching the *Adiwiyata Mandiri* level. Schools that meet the requirements at the Regency/City level can be recommended by the local government to proceed to the next level. Every *Adiwiyata* activity or program is certainly influenced by various factors, both those that support and those that hinder its implementation.

The supporting factors for implementing educator empowerment strategies in realizing an excellent and sustainable *Adiwiyata* school at SMPN 3 Kepanjen include the availability of facilities and infrastructure that can support the process of empowering educators in *Adiwiyata* activities, such as a large land area, many trees, and the existence of environmental learning facilities. Additionally, there is educator awareness regarding the school environment and collaboration with school residents and the surrounding community due to good communication between school members, including educators, and the surrounding society. This is reinforced by the research findings of Astria and Mega in Simanjuntak et al. (2022), which emphasize that the success of the *Adiwiyata* program is strongly influenced by the active participation of students as well as support from all parties in the implementation of cleanliness activities at school. Another supporting factor is that the school has a large area that allows it to be used as a green open space to support educator empowerment programs in realizing an *Adiwiyata* school. This is in line with the research of Hidayatullah in Simanjuntak et al. (2022), which states that a green, shady school environment filled with trees and equipped with learning facilities related to the environment can create comfort for school residents. According to Julaiha and Maula (2018), there are external supporting factors, including cooperation or support provided by the Environmental Office (*Dinas Lingkungan Hidup*, DLH) for various activities. At SMPN 3 Kepanjen, other supporting factors include the availability of sufficient funds to support the organization of workshops and the implementation of the *Adiwiyata* program, as well as collaboration with the Environmental Office regarding workshops, outreach programs, and others. Sari and Nurizka (2021) state that the success of policy implementation and the achievement of desired goals greatly depend on the number of available supporting factors.

SMPN 3 Kepanjen received the Provincial Level *Adiwiyata* Award in 2024. This means that SMPN 3 Kepanjen is positioned in Quadrant II of the SWOT analysis. According to Juliari et al. (2015), provincial and city-level *Adiwiyata* schools are in Quadrant II of the SWOT analysis, which indicates that although these schools have sufficient internal strengths to sustain the program, they still face significant external challenges in managing *Adiwiyata*. The inhibiting factors in implementing educator empowerment strategies to realize an *Adiwiyata* school, according to Nurhayati in Pelita and Widodo (2020), are related to social sensitivity, which refers to the ability of individuals to respond quickly and appropriately to social conditions or events around them. Developing this sensitivity is important to suppress egocentric attitudes and foster empathy towards others. At SMPN 3 Kepanjen, there are several teachers who lack awareness regarding environmental issues and the *Adiwiyata* program. There are also time constraints and heavy workloads for educators, making it difficult for them to allocate time for *Adiwiyata* activities. For example, during semester breaks, the *Adiwiyata* plants and facilities are not taken care of, resulting in many plants being damaged or dying after the holidays end. The lack of student awareness regarding environmental issues and the *Adiwiyata* program can also cause teachers to overlook environmental education in the learning process. This aligns with Indriani's (2018) research, which revealed that one of the obstacles in implementing the School Garden program is the reluctance of students to participate in POKJA activities or *Clean Friday*. Therefore, the active role of the *Adiwiyata* team and the mentors of each POKJA is needed to provide guidance and motivate students to become directly involved.

To overcome these obstacles, SMPN 3 issues warnings to violators, creates agreements signed on stamped paper (*materai*) which are then approved by the relevant parties, conducts regular supervision and evaluation of the program, and routinely carries out Environmental Education (PLH) coaching. According to Meika and Putra (2021), PLH is conducted so that educators can master environmental education and always be ready to deliver material to students. In addition, educators also create a duty schedule to monitor and maintain the *Adiwiyata* plants and facilities.

#### 4. Conclusion

The strategy for empowering educators in realizing an excellent and sustainable *Adiwiyata* school at SMPN 3 Kepanjen involves various approaches, such as forming an *Adiwiyata* team that is divided into working groups (POKJA), carrying out composting activities, establishing a healthy canteen, conducting routine cleaning activities every Friday, involving educators in the maintenance of environmental facilities, and organizing workshops to enhance educators' understanding and skills related to environmental management. The supporting factors for the success of this program include the availability of adequate facilities and infrastructure, educators' awareness of the importance of environmental care, as well as support and collaboration with the school community and the surrounding society. However, there are also obstacles such as the low awareness of some educators and students regarding the *Adiwiyata* program, lack of facility maintenance during school holidays, and limited time and workload of educators. To overcome these obstacles, SMPN 3 Kepanjen implements strategies such as regular monitoring and evaluation (*monevjar*), commitment agreements, coaching by inviting speakers from the Environmental Agency, applying sanctions and warnings, as well as giving rewards to educators and students who are actively involved in running the *Adiwiyata* program. In addition, innovations such as providing shopping vouchers as rewards are also strategic steps to foster motivation and participation among educators and students. Through this approach, SMPN 3 Kepanjen has succeeded in creating a sustainable

culture of environmental awareness and continues to develop new strategies to achieve the title of an excellent and sustainable Adiwiyata school.

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