

Implementation of the Adiwiyata Program Independent Proficiency Life Skills of Elementary School Students in Palu City

Muh Annas Abdillah* ,Samsurizal M. Suleman, I Made Budiarsa
Tadulako University, Palu, Indonesia

ABSTRACT

School adiwiyata level independent is Schools that implement it behavior caring and cultured environment at school with 95% percentage , level participation participant educate in PBLHS movement already tall However based on studies introduction Still Lots students who haven't own knowledge environment and management good self .Study This aim For describe influence of the Adiwiyata program on personal skills, social skills, academic skills and vocational skills of Adiwiyata Elementary School students independent in Palu City. Study This is research descriptive with method study qualitative . Population in study This is all over Adiwiyata Elementary School students Palu City has a total of 693 students whereas amount samples in research This is 247 students . The instruments used _ is student life skills questionnaire consisting of 32 statements . Results obtained is a student's personal skill are in the category good , students' social skills is in the very good category , student academic skills are in the category good and vocational skills of students is in the very good category .

Keywords: *Adiwiyata Independent , Skilled _ life , Students , Elementary School*

Corresponding author

Name: *Samsurizal M. Suleman*

Email: *biosamri@yahoo.com*

INTRODUCTION

Adiwiyata is a targeted program to public in scope unit education , in order to encourage a sense of caring to environment . Adiwiyata program This is a program from the Ministry of the Environment that has been implemented for the first time 2006 with the aim increase a sense of responsibility answer student to sustainability sustainable environment . _ Adiwiyata program is one of efforts made by the government in the field education in frame connect knowledge knowledge and issues environment to in life daily so that can spur participant educate For think critical and owning awareness will values sustainability (sustainability awareness) in overcome problem environment (Saptaji et al., 2020)

The formation of an environmentally caring character through the adiwiyata program should be built from primary and secondary school age, because by integrating

subjects based on environmental knowledge values, it can increase students' awareness of environmental issues and encourage students to play an active role and work together to maintain environmental safety for the current generation. and will come. The decline in the quality of the environment is related to the school community's lack of concern for the environment (Yasin, 2019) . Because we are aware of the importance of the adiwiyata program, it is necessary to implement it so that school residents are responsible for maintaining and managing the environment in line with the realization of increased awareness of the environment (Latief et al., 2019) .

Awareness student to importance guard environment need taught in the environment schooling Because with exists integration knowledge environment with in learning can build final habit _ form behavior care environment . in line with opinion Kiraz & Firat (2016) state that Awareness environment is behavior that can obtained with education environment quality life _ since age early . Environmental education life given _ in a way parallel with development cognitive student will make individual sensitive to environment life throughout life .

Implementation of the adiwiyata program in schools No regardless from teacher participation in take role For give insight , knowledge and skills For own concern to environment (Hasnidar, 2019) . The role of teachers is very much needed in increase proficiency life student . Proficiency life or life skills as skills possessed _ somebody For willing and brave face problem life and life in a way reasonable without feel depressed , then in a way proactive and creative look for as well as find solution so that Finally capable overcome it (BBE Team, 2002)

Skills education life (life skills education) is necessary aspects _ get attention to level education elementary and intermediate . As for education the skills in question is personal skills (personal), skills social , skills academics , and skills vocational . Student expected , capable realize proficiency life (life skills) that he has since early and capable overcome the problem he faced in take decision to himself nor environment faced _ For provisions his life (Margono, 2016) .

Competence personality is _ the elements formed based on experience produce response different every individual . According to (Koentjaraningrat, 1990) put forward that personality somebody formed from accumulation knowledge , esp perception , depiction , apperception , observation concept and fantasy about miscellaneous type matter .

Proficiency social is ability somebody in intertwine connection communication , establishing cooperation , mutual value in the process of interaction in the environment social (Ariantini et al., 2019) .

Stupidity academic basically _ is development from proficiency rational in nature general (Herawati, 2019) . According to Anwar (2006) put forward that proficiency academic covers including skills _ do identification variables and explains relationship to something phenomenon certain (identifying variables and describing relationships among them) formulate hypothesis to something Suite events (constructing hypotheses) as well design and implement study For prove something idea or curiosity (designing and implementing a research).

Proficiency vocational is one of the form proficiency specifics that lead to abilities individual in Work or realize something work (Department of Education, 2011) Proficiency vocational is skills that lead to abilities technical in scope simple like operate tool tool simple .

Based on the results of initial observations carried out at the independent Adiwiyata School, several Adiwiyata School criteria have been implemented such as PBLHS movement plans, water conservation, energy conservation, self-development programs and the implementation of PBLHS in schools. However, behavior that reflects cultural environmental care is still not carried out consciously by students.

Based on preliminary studies, it was found that students' awareness of disposing of rubbish in its proper place was still lacking. According to Andersen (1972) consciousness is a conscious mental process resulting from a dominant and prominent impulse or stimulus. Students' lack of awareness of the environment can be influenced by low environmental knowledge (Sihadi et al., 2017) .

Student cooperation during learning and outside of learning is still lacking, this can be seen during learning, students are less active in completing group assignments given by the teacher, apart from that during the implementation of community service and the implementation of school waste management, students are still often negligent and lack focus in carrying out their assignments. . The cause of the problem is the lack of students' ability to work together because so far they have not involved all students playing roles in groups, there is an uneven distribution of tasks to students so that students feel they have no responsibility for the tasks given (Yulia Vermana & Sylvia, 2019) .

METHOD

Type of research used is study descriptive with use method qualitative . Population in study This is all over students at Adiwiyata Elementary School The number of independent people in Palu City is 693 people. samples in research This are 247 students and class teacher representatives in each school . Samples are determined based on purposive sampling technique . determination amount samples in research This use Isaac and Michael's formula . Data collection techniques use life skills questionnaire using scale likert shown in Table 1 with score student life skill criteria shown in Table 2 Data analysis techniques used For measure proficiency life (life skills) use technique descriptive , whereas results interview analyzed with data reduction , data presentation and withdrawal conclusion .

Table 1. Conversion of Student Life Skill Scores

Descriptive	Score
Very good	4
Good	3
Enough	2
Not enough	1

The student's life skills score is used to determine the assessment of life skills, given a score using a Likert scale with a score of 4 meaning very good, a score of 3 good, a score of 2 sufficient, and a score of 1 poor. which can be seen in the table below.

Table 2. Student Life Skill Interpretation Score

Descriptive	Score (%)
Kuran/never	<40
Quite/sometimes	41-60
Good/often	61-80
Very good/always	81-100

After processing the data using a percentage formula, then life skill levels were determined using interpretation scores with criteria as in Table 2. After processing, the data was then analyzed descriptively based on the research objectives.

FINDING AND DISCUSSION

Table 3 Average Personal Skill Achievement of Adiwiyata Elementary School Students Independent in Palu City

School name	Research Results	
	Average	Category
SDN 15 Palu	80.59	Good
SDN 22 Palu	80.87	Good
Average	80.73	Good

Based on Table 3, the life skills achievements of Adiwiyata Mandiri Elementary School students in Palu City in the personal skills dimension show an average percentage of 80.73 in the good category. Based on these results, it can be revealed that students' life skills in the personal skill dimension have not reached the very good category, this is because students' ability to respect friends is still relatively poor with an average score of 35.53 and students' ability to ask questions during class learning is with a score of average 73.89.

Lack of ability student in value Friend peer supported with findings obtained _ researcher moment do observations and interviews with any teacher student Still often scoffed when There is friends who have lack in matter certain . According to behavior

teacher explanation the appear leave from environment family and neighbors Where student often see and often some are victims of the behavior insinuate , criticize , ridicule or hit and finally do it as form reply feud . In line with results research conducted by Dewi (2020) explain that whole The perpetrator of bullying is a victim, so the victim changes become a the bully 's goal is to become the victim the perpetrator of bullying is For protect yourself , as well For get a sense of security from the environment . Besides that the perpetrator also carries out bullying for objective reply revenge , p This Because perpetrator Once become a victim.

Students' ability to ask questions during learning is in the good category but not yet optimal. This is based on findings in the field, the students' intensity in asking questions tends to be less according to the researcher's observations because the teacher's way of teaching tends to be authoritarian, students lack self-confidence and tend to be afraid to ask questions. This is in line with research conducted by Supriatna (2019) which explains that the reason why students are afraid to ask questions during learning is that students are not yet able to use Indonesian correctly, lack self-confidence, are afraid of making mistakes, are embarrassed when their friends laugh at them and are unable to raise their voice so that questions can be reached. the whole class.

Table 4. Average Achievement Academic Skills of Adiwiyata Elementary School Students Independent in Palu City

School name	Research Results	
	Average	Category
SDN 15 Palu	78.78	Good
SDN 22 Palu	79.47	Good
Average	79.13	Good

Based on Table 4.3, the results of observations of students' academic skill achievements at Adiwiyata Mandiri Elementary School, Palu City, received an average percentage score of 79.13, which is in the good category. Students have been taught how to make organic fertilizer, sort waste according to its type, such as organic waste, non-organic waste, B3 waste and residual waste and how to handle it. However, based on the results of filling out the questionnaire, students still have deficiencies in the realm of identifying variables and formulating hypotheses because they do not understand the types of organic, non-organic waste and their derivatives, where this question received an average score of 69.03 and questions about knowledge of making organic fertilizer with an average score of 65. .55. In line with the results of research conducted by Pebianto et al., (2019) stated that some students have not been able to identify the relationship between a concept and other concepts which ultimately makes students answer questions directly without identifying the problem first, have difficulty giving reasons or arguments and

checking the truth of the argument, statements and the process of stating solutions based on, in general students have difficulty in giving reasons, Difficulty in determining work procedures, based on interviews students have difficulty in determining the appropriate work steps.

All activities that are considered capable of improving the ability to identify variables and formulate hypotheses have been carried out continuously and consistently. However, the problem is that students are still unable to grasp the essence of the activities implemented by the school so that students do everything only based on orders from the teacher, not based on awareness of the importance of the essence of the program. in line with research conducted by Aminah et al., (2021) which states that in the implementation of PHBS (Clean and Healthy Living Behavior) activities, students only see examples/imitate what the teacher does, and are reprimanded if they make a mistake in holding routine clean Friday activities with the whole group. school residents by cleaning the school environment. Another explanation was put forward by Jannah et al., (2018) Teaching materials are equipped with pictures in the discussion, using picture media will stimulate students' thinking power or students will be more careful in observing all learning steps, and can students sharpen their thinking power in making connections. various theories that are accepted through concrete evidence in the form of the pictures he sees.

Based on the results obtained in the field, students' abilities in designing experiments are classified as good. Indicators of variables that are still lacking are knowledge about organic fertilizer with an average value of 77.45 and knowledge about types of waste with an average of 73.08. This is due to the lack of interest of students so they do not understand the function and benefits of the simple experiments carried out. An example of an experiment carried out by the two Adiwiyata Schools was making organic fertilizer where students only did what the teacher exemplified without knowing the function of making compost fertilizer. In line with research conducted by Ardilla & Hartanto (2017) explained that the factors that influence students' low understanding are, students' lack of interest in lessons, students' lack of concentration during the learning process, students' low understanding of concepts, and students' lack of discipline.

Table 4. Average Achievement Vocational Skills of Adiwiyata Elementary School Students Independent in Palu City

School name	Research Results	
	Average	Category
SDN 15 Palu	83.45	Very good
SDN 22 Palu	83.92	Very good
Average	83.69	Very good

Based on Table 4.4, the results of observations of the vocational skill achievements of Adiwiyata Mandiri Elementary School students in Palu City are included in the very good category. Got an average percentage score of 83.69. Based on indicators of student life skill achievement that need to be developed is the ability to adapt economically with an average of 67.31 in simple contexts such as managing pocket money from parents so that the majority of students still spend all the money given without any initiative to save. Based on observations, one of the influencing factors is the use of gadgets, lack of supervision from parents and education about the importance of saving. In line with research conducted by Aswandi & Burchanuddin (2023) said that the use of gadgets was initially only used to help the learning process, but if there is a lack of control from parents they will definitely become very dependent on gadgets, changes in students' behavior patterns who become more emotional towards what they do. do, like to lie just to be lazy, wasteful because of unnecessary expenses, and less sociable because of lack of socialization in the surrounding environment.

The school always tries to increase activities that make students do positive things, such as making gardens between classrooms, making trash cans of various colors so that students can differentiate between types of waste through the different colors of the trash cans. In line with research by Lando et al. (2022) stated that the formation of waste management behavior from an early age can start from the formation of the habit of sorting and placing waste in its place, which is expected to become a habit in the course of life. So that togetherness in managing and creating a clean and healthy environment will be easier to realize.

The school is trying to provide understanding to students to save their pocket money so that it can be used for other more important needs, students are also told to bring personal drinking water bottles so that they no longer buy bottled water which causes plastic waste and parents are also advised to make provisions for them. students to reduce buying snacks in the school canteen. In line with research conducted by Rohmah et al, (2021) stated that in managing the finances provided by parents they are only used for consumptive purposes such as snacks, buying quota and other items. This is supported by the finding that the majority of students save only for consumptive activities or are afraid of their parents.

CONCLUSION

1. The personal skills of elementary school students in Palu City are in the category Good with an average of 80.73. These results supported by aspects spiritual skills and abilities think that already classified Good However aspect proficiency potency self Still not enough .
2. The social skills of elementary school students in Palu City are in the very good category with an average of 83.68. These results are supported by the communication skills aspect which is considered good, but the collaboration skills aspect still needs to be improved.
3. The academic skills of elementary school students in Palu City are in the good category with an average of 79.13. However, the skill aspect of designing experiments is still considered sufficient/inadequate.
4. The vocational skills of elementary school students in Palu City are in the very good category with an average of 83.69. However, aspects of self-management skills are still considered sufficient/low.

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