Adiwiyata and Education Quality: A Comparative Study between Adiwiyata and Non-Adiwiyata Schools

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ARTICLE INFO	ABSTRACT
	The Adiwiyata Program has become one of the government's instruments in encouraging environmental education in schools. However, academic discourse regarding the influence of Adiwiyata on education quality has not been widely reviewed comprehensively. This article presents a comparative analysis between Adiwiyata and non-Adiwiyata schools regarding leadership, curriculum, school culture, school community participation, and learning performance. Literature research and theoretical analysis are used to identify the factors distinguishing these two types of schools. Findings indicate that Adiwiyata schools tend to have a stronger environmental culture, higher participation, and contextual learning practices. Nevertheless, the direct impact on education quality is not always significant, especially if the Adiwiyata implementation is ceremonial in nature. This article offers recommendations for improvement so that Adiwiyata can become a driver for sustainable improvement in education quality.

1. Introduction

Education quality is a strategic issue in national education development. Efforts to improve quality have become a government priority through various policies such as the National Education Standards (SNP), curriculum strengthening, teacher professional development, and school culture development. In the context of current global challenges, environmental issues have become increasingly important elements in the design of quality education. The climate crisis, pollution, natural resource degradation, and low public ecological literacy demand that educational institutions focus not only on academic achievement but also on forming environmentally caring character.

In Indonesia, one approach integrating environmental aspects into the education system is the Adiwiyata Program developed by the Ministry of Environment and Forestry (KLHK). The Adiwiyata Program aims to build environmentally cultured schools through four main components: environmentally insightful school policy, environment-based curriculum, participatory activities, and the management of environmentally friendly facilities. Through this holistic approach, Adiwiyata is expected to create a clean and healthy learning environment and foster ecological awareness among students. In other words, Adiwiyata is not just an award program, but an educational instrument aimed at shaping sustainable behaviors and values for the entire school community.

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In recent years, a view has emerged that Adiwiyata schools tend to have advantages in education quality compared to non-Adiwiyata schools. These advantages are often associated with a more disciplined school culture, more contextual learning activities, high levels of school community participation, and a physical school environment that is organized and supportive of the learning process. However, this view has not been fully tested in depth through academic studies systematically comparing both types of schools. One critique is that the success of Adiwiyata schools is often administrative and ceremonial, rather than the result of sustainable value internalization.

2. Literature Review

2.1 Education Quality
Education quality encompasses input, process, output, and outcome. According to Sallis, education quality is judged not only by academic achievement but also by school culture, leadership, and stakeholder satisfaction; in Indonesia, education quality refers to the achievement of National Education Standards (SNP).

2.2 Adiwiyata Program
Concept Adiwiyata has four main components: environmentally insightful policy, environment-based curriculum, participatory activities, and management of environmental facilities; these four components, if integrated consistently, can support the improvement of the educational process quality.

2.3 Environmentally Cultured Schools
Environment-based schools apply ecopedagogical principles, namely learning that links knowledge with ecological action. This forms characters of discipline, responsibility, and collaboration, which impact school culture and learning quality.

3. Methodology

Academically, this research has high urgency given the lack of studies directly comparing Adiwiyata and non-Adiwiyata schools in the context of education quality. This analysis is expected to contribute to the discourse on environmental education and school quality, while serving as evaluation material for policymakers, principals, and other stakeholders in developing substantive, sustainable environmental education models aligned with national education quality improvement demands.

This study highlights the roles of leadership, curriculum, participation, school culture, and environmental facility management as distinguishing indicators between the two school types. By examining these aspects, this article seeks to provide a more objective picture of Adiwiyata's effectiveness in supporting education quality while identifying challenges and opportunities for its future development.

4. Results and Discussion

4.1 Educational Leadership Aspect
Adiwiyata: Usually have principals who are more visionary in integrating environmental values. Transformational leadership plays an important role in building a sustainable school culture.

Non-Adiwiyata: Tend not to have specific policies regarding the environment, so the strengthening of ecological character is less directed.

4.2 Curriculum and Learning Aspect
Adiwiyata: Generally have integrated environmental education into various subjects and action-based project activities. Learning becomes more contextual and oriented toward environmental problem solving.

Non-Adiwiyata: Tend to provide environmental material only minimally and unstructured, so the impact on learning is less significant.

4.3 School Community Participation Aspect

Adiwiyata: Have a stronger participation model through activities such as waste banks, eco-projects, and cooperation with the community; this participation increases the sense of belonging and student involvement in decision-making.

Non-Adiwiyata: Participation is often limited to routine activities like classroom cleaning without ecological value reinforcement.

4.4 Facilities and Environmental Management Aspect

Adiwiyata: Have more structured environmental management systems: waste reduction, sorting, educational gardens, water conservation, and green facility innovations.

Non-Adiwiyata: Generally focus more on fulfilling conventional learning facilities, so environmental management has not become a priority.

4.5 Impact on Education Quality

Literature findings show that Adiwiyata schools tend to have: stronger discipline, higher student engagement, creative and contextual learning, positive school culture, and increased environmental awareness; however, the correlation with academic quality is not always linear.

5. Conclusion

The comparison between Adiwiyata and non-Adiwiyata schools shows that Adiwiyata has strong potential to improve environmental culture, participation, learning creativity, and student character. However, the influence on overall education quality depends heavily on the quality of implementation. If the program is run substantively, Adiwiyata is capable of being a strategic instrument in improving education quality; conversely, if it is ceremonial, the impact is limited. Therefore, curriculum integration, leadership strengthening, monitoring digitalization, and community involvement are needed to ensure Adiwiyata truly becomes a driver of sustainable education quality.

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