

THE IMPLEMENTATION OF SCHOOL ENVIRONMENT-FRIENDLY CULTURE TO THE 7TH GRADERS OF SMP NEGERI 1 BOYOLALI

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ABSTRACT

This study aims: first to describe the implementation of a school-friendly culture for class VII students at Boyolali 1 Junior High School Sub District Boyolali Regency Boyolali, second: describe the obstacles faced in implementing a school-friendly culture for VII grade students at Boyolali 1 Junior High School. This research is a qualitative research with a descriptive approach. The subject of the research is the seventh grade teacher and student at Boyolali 1 Junior High School and the object is a school-friendly culture. The data collection methods are observation, interview and documentation. Data validity is done by data triangulation and methods. Data analysis techniques use interactive flow analysis techniques consisting of data reduction, data display and data verification. Research Results Based on the results of field observations, it was found that there were behavioral attitudes and actions of students that did not reflect the school's environmentally friendly culture; for example, students throw garbage at will, students leave open water taps, students scribble on tables, bathrooms and school walls, students don't care about garbage scattered, students cut ornamental plants at school as they please. The interview results obtained information that students carry out behavioral and behavioral attitudes that are less environmentally friendly because they are left by the teacher, lack of firm action from the school, the teacher does not give exemplary behavior, treat school discipline to choose. The obstacles faced in implementing a school-friendly culture for class VII students at Boyolali 1 Junior High School Sub District Boyolali Regency Boyolali are teacher self-discipline, treating favoritism in school regulations, lack of decisive action from school, leaving schools to students who take less environmentally friendly actions. The conclusion was the implementation of a school-friendly culture for students of class VII in Boyolali 1 Junior High School Sub District Boyolali Regency Boyolali.

Keywords: School-friendly culture

INTRODUCTION

School culture is a set of values underlying behavior, tradition, daily habit, and symbols practiced by headmasters, educators/teachers, educational or (MacNeil, Prater, & Busch, 2009) administrative staffs, students, and people surrounding the school. Willard Waller stated that every school has its own culture, constituting a series of value, norm, moral rule, and habit that has created behavior and relations occurring within it (Peterson Kent D and Terrance E Deal, 2009). Meanwhile, Short and Greer (1997) defines school culture as belief, policy, norm, and habit within school that can be created, reinforced, and maintained through leaders and teachers in school (Qosim, 2013).

Thus, school culture is a context behind the school's scene indicating belief, value, norm, and habit that have long been established by all people in cooperation in school. School culture affects not only the school citizens' activity, but also their motivation and spirit (Syam, 2011).

ISBN 978-602-50710-5-8 Jakarta, March 23 – 25 2018 7th KNAPPPTMA the 7th National Conference Proceeding of Muhammadiyah_Aisyiyah High Education Postgraduate Program (APPPTMA) 355 in Article 29 KHA (1) mentions that child education is directed to develop personality, aptitude, mental and physical abilities of child in order to achieve their potency as maximally as possible; to develop respect to human rights and United Nation Charter's principles; to develop respect to children's parents, cultural identity, language, and values, national values of state where the children reside, and respect to different civilization; to prepare the child for responsible life within a community in the spirit of mutual understanding, peace, tolerance, gender equality, and friendship between all nations, ethnics, and religions, including the native's children; and to develop respect to natural environment. Article 31 confirms that State recognizes the child's right to taking a rest and having fun, engaging with playing activity, and contributing to cultural and art life. In addition, State respects and promotes the child's right to participating in cultural and art life (Deputi, 2014).

School culture should be attempted to all students. For that reason, every student's attitude, behavior, and deed should be built in such a way that has school environment-friendly culture. In other words, every student should have concern with his/her school environment thereby contributing to establishing a school environment-friendly student culture. (Mosley, 2007)

From the result of observation conducted on students in SMP Negeri 1 Boyolali, it could be found students' attitude, behavior, and deed inadequately reflecting school environment-friendly culture. For example, students leave their classroom dirty, blackboard has not been cleaned, their friends streak the learning table and classroom, students leave their friends disposing rubbish haphazardly, their friend damaging the garden, the plant die at school, their friends urinating without cleaning it, and the rubbish scattered around. Such phenomena indicate that the students' awareness of school environment-friendly culture is less maximal. (Sahin & Şahin, 2011)

A solution should be sought to this real condition, because the realization of school environment-friendly culture is the responsibility of all school elements including headmasters, educators/teachers, educational/administrative staffs, students, and people surrounding school.

This research focuses on the implementation of school environment-friendly culture conducted by students of SMP Negeri 1 Boyolali in the school year of 2018-2019. The problems of research are formulated as follows: firstly, how is the implementation of school environment-friendly culture conducted by students of SMP Negeri 1 Boyolali in the school year of 2018-2019? Secondly, what are constraints encountered in the implementation of school environment-friendly culture conducted by students of SMP Negeri 1 Boyolali in the school year of 2018-2019?

Considering the problem statements above, the objectives of research are formulated as follows: firstly, to describe the implementation of school environment-friendly culture conducted by students of SMP Negeri 1 Boyolali in the school year of 2018-2019, and secondly to describe the constraints encountered in the implementation of school environment-friendly culture conducted by students of SMP Negeri 1 Boyolali in the school year of 2018-2019.

THEORETICAL STUDY

School is a place to learn, to search for knowledge, and to develop the competency of the next generation to achieve ideals. It is here that the great nation generation can be produced. Through school we can change the condition of nation into the better one. Therefore, we should consider the condition of schools existing in this state. Have they been feasible to create a great nation generation? (Stoll, Bolam, McMahon, Wallace, & Thomas, 2006)

During discussing school, not only we often focus on education system proceeding within it. But also the issue of school environment cleanliness becomes “something” important to study and to evaluate at all once at implementation level. In Indonesia it can be seen, among others, in the “green school” themed competition programs.

Actually the objectives of “green school” creation are to grow the school citizen’s environment consciousness and to realize it through an environment-friendly behavior. Many attempts can be taken to solve the school cleanliness problem through school environment management. The environment-friendly actions that can be applied to Indonesian schools are explained below. (Stoll et al., 2006)

Building a school environment-friendly culture is conducted though a long process. As explained by Wahyudi (2016: 8), building school environment-friendly culture can be conducted through 3 educational pillars: family, school, and community. Furthermore, Joko Trisno (2017: 6) confirmed that growing children environment-friendly culture is the responsibility of family, school, and community. (Aikenhead, 2001)(Laroche, 2009)

Prawoto (2018: 67) explains that many factors to be considered in growing school environment-friendly culture among children. Yeni Kusdiyah (2015: 87) said that the factor contributing to growing the school environment-friendly culture consists of two factors. The first one is internal factor, the consciousness of being concerned with school environment originating from the children themselves, and the second one is external factor, the factor originating from outside, meaning that the children have school environment-friendly consciousness due to external factor including headmaster, teacher, school guard, and friend. Dinda Amelia Ramadhani (2017), a 1st semester student of Environment Engineering program of Malang Brawijaya University said that the school environment-friendly culture can be realized in several ways:

1. Separating organic from inorganic rubbish

It is because the way of processing organic rubbish is very different from that of processing inorganic one. Organic rubbish can be used for preparing plant fertilizer. Students can learn how to prepare plant fertilizer from organic rubbish. Then, the fertilizer can be used for the plants existing in school environment.

Meanwhile, we can divide inorganic rubbish into recyclable (e.g. bottle and can) and non-recyclable ones. The recyclable rubbish can be reused (e.g. producing handicraft) or resold in kilogram unit. It is, of course, very useful and has economic value to school citizen. Through this, the students can also learn entrepreneurship by changing something valueless (rubbish) into the saleable one.

2. Environment-friendly and free-of-plastic canteen

The presence of free-of-plastic canteen can minimize the quantity of rubbish at school. So, what if plastic is not used? Every student eating in the canteen should eat in the canteen area and use the canteen’s plate or bring their own meal box from home. As such, we can reduce the quantity of plastic rubbish at school.

3. Saving energy at school

Many attempts can be taken to save energy at school. For example, solar energy can be used during teaching-learning process in the class. Then, water should be used as needed only and the unused faucet should be closed. Thus, we can save electricity at school.

4. Preparing IPAL (Liquid Waste Processing Installation at School)

Through IPAL, canteen and toilet's liquid wastes can be utilized to water the plants existing surrounding the school. IPAL existing at school should be prepared more simply. The work mechanism of IPAL is as follows: toilet and canteen's liquid wastes are precipitated using ijuk (palm fiber from the sugar palm), pebble, coconut fiber and charcoal in rubbish shelter. This precipitated liquid waste will be channeled then to the first reservoir. In this first reservoir, Effective Microorganism 4 (EM4) solution is added to the cleared liquid waste. This EM4 solution is useful to suppress the growth of pathogenic bacteria that can result in disease and to remove bad odor. The result of precipitated water in the first reservoir will be moved to the second one to be used later to water the plant in school yard.

5. Providing Rainwater Reservoir

Rainwater reservoir can be either pool or infiltration well. Rainwater Reservoir is considered as simpler than IPAL. In the presence of Rainwater Reservoir, clean water can be obtained through rainwater. Rainwater Reservoir also can maintain environmental ecology because it can accommodate rainwater when the water infiltration area is less wide thereby can prevent flood from occurring.

6. Preparing green house and TOGA (Family Medicine Garden)

Through preparing green house or TOGA, school citizens can be considered as having conserved the environment. In addition, school citizen can learn planting and maintaining the plant in green house and TOGA. TOGA is useful to do some first aid in medication. For example, when a school citizen suffers from nosebleed, betel vine leaf can be used to stop nosebleed.

Many advantages can be taken from the application of some attempts above in Indonesia. In addition to environment-friendly, such measures can enable the school citizens to understand how to process their surrounding environment. Thus, school citizens can reapply it to other environments like their residence neighborhood. It, of course, exerts positive effect on the community. In the term of learning, such measures can be studied further by students in order to be developed and accomplished.

Meanwhile, Budi Prasetyo (2017: 17) said that three strategies can be taken to grow school environment-friendly culture: habituation, role modeling, and reward as well as punishment. Those strategies should be internalized into all elements, including the students. In this case, headmaster and teacher become the benchmark for the students to realize the school environment-friendly culture. Therefore, teacher's habituation, role modeling, behavior, and deed reflecting the school environment-friendly culture should be built as early as possible. Similarly, reward and punishment should be applied to headmaster or teacher council whose attitude and behavior are not consistent with the school environment-friendly culture. (Mohamad Khairi Othman & Suhid, 2010)

METHOD

This study is a qualitative research. Qualitative research, according to Moleong (2007:6), is the one intending to understand the phenomenon experienced by research subject, including behavior, perception, motivation, action, and etc holistically by describing it into words and language, in a natural specific context and using various scientific methods. Bogdan and Taylor (1975) as cited by Moleong (2007:4) suggested that qualitative method is the research procedure producing descriptive data in the form of written or spoken words from people or behavior observed. Furthermore, David Williams (1995) as cited by Moleong (2007:5) suggested that qualitative research is a data collection at natural level using natural method, conducted naturally by the author or interested people.

Qualitative research aims to get a comprehensive description on something viewed from the perspective of person studied. Qualitative research relates to idea, perception, argument or belief of person studied and all of these cannot be measured using number.

The research approach used in this study was descriptive approach. This study intends to describe really the implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019. Furthermore, this study projects the better implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the future.

The subject of research consisted of teachers and the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019, and the object was school environment-friendly culture. The data explored in this research were firstly data of attitude, behavior, and deed of teachers and 7th graders in SMP Negeri 1 Boyolali in the school year of 2018-2019, and secondly the data of constraints encountered in the implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019.

The methods employed for obtaining the data were observation, interview, and documentation. To validate the data, data and method triangulations were used. Qualitative data analysis process, according to Lexy J. Moleong, starts with studying all data available from many sources such as interview, observation included into field note, personal document, official document, photograph, and etc. The next step includes data reduction, unit organization, categorization and finally data interpretation. Briefly, according to Moleong, data analysis was conducted through data reduction, data display, and conclusion or verification.

RESULT AND DISCUSSION

1. Result

From the field observation, the following results can be found: many streaks found both on school wall and in students' toilet, and students leave the water faucet opened, their friends cutting decorative plants in the field, their friends stepping on the garden, their friends parking their motorcycle haphazardly, and the classroom's lamp turning on the day.

The result of interview with 32 7th A grader of SMP Negeri 1 Boyolali shows that the students understand poorly the meaning of school environment-friendly culture, the school's order has not been socialized intensively, the sanction imposed is still discriminative and less firm, and many teachers' attitude, behavior, and deed reflect the school environment-friendly culture inadequately.

The result of interview with 7 teachers of 7th grade in SMP Negeri 1 Boyolali shows that teachers understand poorly the school environment-friendly culture, the school's order has been socialized less maximally, attitude, behavior, and deed of some teachers still reflect inadequately the school environment-friendly attitude, behavior, and deed.

Considering the result of interview with teachers and the 7th graders of SMP Negeri 1 Boyolali, it can be seen that the constraints encountered in the implementation of school environment-friendly culture are: both teachers and students understand poorly the substance of school environment-friendly culture, the school has socialized it inadequately, the sanction imposed is less fair, the school leave the students uncaring about the school environment-friendly culture, teachers have given inadequately attitude and behavior models reflecting the school environment-friendly culture, and no sanction imposed by headmaster to the teachers whose attitude and behavior deviate from the school environment-friendly culture.

2. Discussion

School environment-friendly culture is something very good to be socialized in schools throughout Indonesia. The establishment of school environment friendly-culture contributes to creating a safe, comfortable, clean, healthy, and peaceful school. Bringing the school environment-friendly culture into reality is the responsibility of all school elements. In this case, Fitriani (2013) in her study published in Jurnal Visi Pendidikan (Journal of Educational Vision), explained the importance of building school culture, particularly in relation to the attempt of achieving the school education's objective and improving the school's performance. Education process will not occur suddenly but it should be planned, programmed, and facilitated with active support and participation of teachers as educators.

The understanding on school environment-friendly culture is very important to the attempt of developing the school organization. It is because not only a successful education institution is supported with complete infrastructures, high-quality teacher and good student input, but also school environment-friendly culture plays a very important role in improving in the school's effectiveness. The assumption is confirmed by Mayer and Rowen in Ade Suherman (2008: 24) stated that "school environment-friendly culture is the spirit of a school meaningful to the school education activity. If school environment-friendly culture is weak, it will not be conducive to the effective school establishment. Otherwise, the strong school environment-friendly culture will be the facilitator to an effective school improvement". Similarly, a study conducted by Leslie J. Fyans, Jr. and Martin L. Maehr (in Syafaruddin, 2010: 172) about the effect of five dimensions of organizational culture on the school: (1) academic challenge, (2) comparative achievement, (3) appreciation to achievement, (4) school community, and (5) perception on school's objective, considering the result of survey, showing that 16,310 students in the fourth, sixth, eighth, and tenth grades of 820 public schools in Illinois were more motivated to learn in the school with strong culture".

In such context, what about the implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019. It should be understood that the 7th grade is the transition period from Elementary to Junior High School. In this transition period, the school environment-friendly culture gotten from Elementary School will be applied automatically to the new school while adapting to the new school environment-friendly culture. Therefore, the new rules in school constituting the formulation of school environment-friendly culture should be obeyed entirely in order to obtain secure, comfortable, and peaceful feelings in the new school.

In such condition, headmaster and teacher council in SMP Negeri 1 Boyolali socialized and actualized the formulation of school environment-friendly culture intensively to the 7th graders. This attempt was taken to grow in-depth consciousness of the importance of environment-friendly culture in the new school among the 7th graders. The strategies taken by headmaster and teachers to grow the school environment-friendly culture are: firstly, through habituation, secondly through role modeling, and thirdly, through reward and punishment.

School culture, according to Daryanto (2015: 3-4), is dominant values supported by the school or the philosophy guiding the school policy to all elements and school components including education stakeholders, such as undertaking the job at school and assumption or belief held on by the school personnel. *Jurnal Pendidikan Ke-SD-an* (Journal of Elementary School Education) from UST Yogyakarta volume 1 number 6 written by Melani Septi Arista Anggraini and Heri Mafia Zulfiati in their study entitled the Implementation of character education through school culture in SD Negeri Kota Gede 3 Yogyakarta in the school year of 2016-2017 concluded that there are some ways to build school environment-friendly culture: RaSaTer activity creating environment love values, sorting rubbish creating environment caring value, and responsibility value.

A study conducted by Neprializa, 2015, entitled *School Culture Management* published in *Jurnal Manajer Pendidikan* (Journal of Education Manager), Volume 9, Number 3, July 2015, pp. 419-429, concluded School environment-friendly culture including the value held on by school culture, tradition, habit, symbols practiced by headmaster, vice headmaster, teachers, and students should be implemented in order to create harmonious relationship between school citizens in order to achieve the kinship learning process to achieve faith, piety, honesty, and role modeling. Similarly, Nanik Sulistya Wardhani in her study entitled "The development of character-based school culture values" published in [http://ejournal.uksw.edu/scholaria/article/download/25/23/Volume 5 no 3](http://ejournal.uksw.edu/scholaria/article/download/25/23/Volume%205%20no%203) concluded that cultural values develop in school through (1) symbols written on the wall including (a) school vision, (b) posting behavioral guidance including *dasa darma Pramuka* (Scout Law), *dwisatya*, and *trisatya Pramuka*; (c) slogan constituting the messages to keep the cleanliness, the cleanliness is a part of faith; diligence is the starting point of smartness; and (2) students' care.

Considering the result of relevant studies published in the journal in relation to the recent study, the following emphases can be suggested: firstly, the implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019 conducted through 3 strategies: habituation, role modeling, and reward and punishment having positive value to grow the school environment-friendly culture to students.

The constraints encountered in the attempt of implementing school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019 are very heterogeneous coming from teachers and students. Therefore, the solution includes reinforcing habituation, role modeling and reward and punishment imposed to students.

CONCLUSION

Considering the result of research and discussion, it can be concluded that: firstly, the implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019 is still less maximal, and secondly, the constraints encountered in the implementation of school environment-friendly culture in the 7th graders of SMP Negeri 1 Boyolali in the school year of 2018-2019 are very complex.

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