The Implementation of the Environmental Education at "Adiwiyata" Schools in Pacitan Regency
(An Analysis of the Implementation of Grindle Model Policy)

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Abstract

The rampant of natural destruction and human environment triggers the anxiety of peoples. Education becomes one of the important aspects of life; it becomes one of the important objects in developing a living environment through the environmental education (EE). *"Adiwiyata"* is a program of the Ministry of Environment in order to improve the knowledge and the awareness of the school communities in environmental protection. This descriptive qualitative study focused on the implementation of the policy for the Environmental Education in Schools of "*Adiwiyata*" in Pacitan by observing some phenomena or social facts happened what would be the appropriate guidelines in field interviews related to the Grindle theory, which it includes the degree of desired changes and implementing the program. This study took place at the Schools of"*Adiwiyata*" in Pacitan as the organizers of Environmental Education. They are SMPN 1 Pacitan, SMPN 1 Arjosari, SMPN 4 Pacitan, SD AlamPacitan, and SMAN Punung. The type of the data is primary data, and secondary data. The informants of the research is the principals, the vice principals, the teachers, the students, and the administrative personals. The technique of selecting the informants is purposive technique, and its process is by snow ball. The data collecting technique is using the technique of in-depth interviews, observation, and documentation study. The data analysis includes the data reduction, the presentation (display) of the data, interpreting the data, summing up the data, and the verification, increasing the validity of the results, and then narrating the results data. The first research findings are the efforts to cultivate and develop the knowledge, values, attitudes, behavior and insights, as well as the environmental concerns of the learners and communities, based on the vision, mission and objectives which are explicitly included the concept of environmental education as an implemented policy in daily learning activities. There are four schools that have implemented the comprehensive approach. Here, the implementation of PLH values as an independent subject. It is contained in the school curriculum, as a local content. It is started by the prioritization of the core values for the schools. The five schools which are implementing the "*Adiwiyata*" seeking to prepare the capable human resources in facilitating the students to care for the environment through a policy of partnership with the Environmental Department, the Department of Education, the Department of Health, the other "*Adiwiyata*" schools, and the related parties for the training activities, workshops, and study visits. Secondly, the implementers of PLH program at the five schools are the elements of principals, vice principals, the teachers, the students, administrative staffs, and the school committees. The EE policy implementation is based on the participatory and sustainable principles. The principals should be responsible for the PLH policy implementation. All of the elements support and have responsible for the PLH policy implementation, one of them through the teachers 'leadership. The results of this study recommend that the implementation of the important policies should be implemented by the Environmental Education which is integrated with the character education which is positioned as a separated subject or a comprehensive approach to achieve the effective objectives. The roles of the schools principals and the teachers are very strategic to optimize the exemplary attitude based on the constructivism and contextual learning model. The pattern of partnership needs to be improved with some educational institutions such as the universities for the research evaluation of the particular program of PLH policy, so that it can be optimized to achieve the vision, mission, and goals of the school. The empowerment of the school committees need to be synergized through the parenting education.

Keywords: implementation, policy, education, the environment, Grindle

THE INTRODUCTION

The environmental case is an issue that is so close to human life. One thing that it can not be avoided is the dependence of people with nature and the environment. A nature provides a place for people to make a life, interact with the fellow human beings in getting all they need. The facts show that time cannot be reversed, but humans and other objects are constantly evolving as same as the advances in science and technology, resulting the natural balance to be disturbed. This condition, directly or indirectly is caused by major life actors, namely humans. Human beings are naturally conscientious; they have a mind to achieve the happiness. In fact, peoples are often not paying attention to the norms and ethics that should be done. To maintain the continuity of life, peoples should adapt to the natural environment. In fact, the humans are slowly changing the biological

communities where they live. The natural changes eventually affect the human environment, both positive and negative. The condition is triggered by peoples' efforts to fulfill their desire to exploit the natural resources, such as the land, forests, water, flora, fauna, minerals, and so on. According to Setiadi (2006), the effects of human actions are some problems will arise, such as: (1) the problem of erosion and flooding, (2) the pollution of soil, water, air, and the noise, (3) the forests destruction, (4) the climate changes that will be transforming several cycles of the nature activities, (5) the energy crisis, (6) the food crisis, (7) the water crisis, (8) the crisis offresh air, and so on. The advances in science and technology have also resulted in an impact for a life. The problems will be arisen, for examples: (1) the nuclear, it is resulting in the effects of radiation that it can damage the body cells, (2) the pollutants, such as the industrial waste, gas leaks, air pollution, noise pollution, etc., (3) the effects of home glass that can change the temperature of the air / global warming. Setiadi (2006) defined an environment is a media in which peoples living, earning money/ a living , and it is having a distinctive character and function which is linked reciprocally with the existence of communities peoples that occupy it , especially the peoples who have a more complex and real roles. Further Setiadi said that peoples live in an ecosystem including the biotic and a biotic components. The biotic components which may affect the human life are : (1) the land , (2) the air , (3) the water , (4) the light , (5) the temperature , (6) the manufacturer , (7) the consumer ,and (8) the decomposers . While in the neighborhood are (1) the food chain , (2) the habitat , (3) the population , (4) the community , and (5) the biosphere . The rampant of nature destruction and the environment, such as the construction of the city which does not care to the balance of the ecosystem, the natural resource use constantly without its updates, and other measures that make the environment to be not green fueling the peoples' fears of some problems with the nature is something that must be concerned. It becomes important for education aspect to provide the solution. Peoples must create a balance, a harmony, a harmony among the human beings, and among peoples and the environment. Logically if humans are not able to be responsible with their obligations they must be ready to find the burden and consequences. Some responsibilities that must be done related to Sudibyo (2013) are to foster and preserve the environment to be good, regular, and healthy. That is, humans are expected to solve the environmental problems, such as addressing the problem of garbage, sewer of water, animals, forests, rivers, and so on.

Humans are one of the factors directly or indirectly causing the responds based on the schemes of perception. According to Zen (1979), after the peoples perceive an object in their environment, it processes the results which are the objects arise about the meaning of the human being, then it is causing a reaction in accordance with the principle of the reflex arc . The cultural influences, including the living habits can appear on the symptoms of the differences in the perception of the human relationship with the environment, as well as the influence of age , gender , residence , ethnicity , and others .

At the individual level, the behavioral changes are conductively mitigating and adapting to the environmental changes. It must be made through some media, for example through the education or by incorporating the environmental education and the conservation of the natural resources into the national education curriculum. (The Ministry of Environment, 2007), it is important because of its roles can not be avoided with the environment which also affects the education. Education is one of the important aspects of life. It becomes one of the important objects in developing a living environment through the environmental education (EE). Education provides a special place for the environment to be able to participate in advancing the standard of humans living that currently has always proclaimed in education how to maintain and care the environment. One of the main aspects in promoting the environmental education is to develop a curriculum of environment which is used today.

The main issues in the development of the curriculum is the students have to look at the meaning of what they had learned, so the students should be able to understand a concept , and then linking it and using it in daily life . It can be achieved through several ways, such as the development of educational theory ,the implementation of character education , the integrative curriculum implementation through a thematic approach , contextual , the environmental education ,the education of information , and so on . The development of the theory and practice of science education is always considered based on the problems that occurred in the peoples' lives.

THEORETICAL REVIEW
The Concepts of the Environmental Education
Related to the model of the environmental education,Palmer (2003) argued that the knowledge base of the environmental education is made all of the more difficult to be comprehended because the human race often simply cannot understand the environmental issues or their potential resolutions in any definitive or permanent sense. It is a highly value-laden content and one person's solution or may be another's catastrophe. It is a content that incorporates aesthetic, spiritual, social, political and economic dimensions alongside (not separate from) the pure scientific. Furthermore, it is a content that it should not focus solely on the environmental disasters and the negative issues. The eenvironmental education is not simply about 'saving the whale' or indeed 'saving the

world'. It is equally about the development of an appreciation of the wonders and the beauty of the world, and of a sense of wanting to save.

The environmental education is as the main factor. It can promote the continuous building in education. Vizayakumar (2005), he said "The factors that can promote the sustainable development are (1) the eenvironmental Education, (ii) the population stabilization and the health care, (iii) the solid waste, the management, (iv) greening the uncultivated land, (v) the water pollution control, (vi) the air pollution control, (vii) Nonpolluting the renewable energy, (viii) the conservation of the biological diversity, (ix) the human settlement without the congestion, (x) the integrated land uses planning and watershed management".

The concept of the environmental education is very important to be implemented. Muslich (2008) mentioned in his book as the concept of green education. The philosophy and the concept are essential to address the extensive damage of nature. It is the weaknesses of the awareness of the learners to maintain and preserve the environment. Not only in the conceptual realm, but also it is needed a collective consciousness among all the participants to cultivate the meaningful learning, it is the learning with the nature. The environmental based learning approach will bring the learners and teachers to be closer with the power of The God. Namely, all of the creations and events are the awareness and learning objects.

UNESCO through ESD or education for sustainable development on an international scale has launched and implemented various environmental education programs to maintain the environmental sustainability in 2005-2015. In Asia Pacific, the Educational Sustainable Development has become a concept of development, including the environmental education in Indonesia through the program of Healthy school. Other form of the program is Green schools. "Adiwiyata" schools and the character education are for the primary and secondary school levels (Tatemono, 2011).

The form of school with the environmental concept is reflected in several ways, including : (1) the school has a curriculum of environmentally sound , (2) the school has a design , and the use of the materials / maintenance of facilities and infrastructure based on the environmentally principles, (3) the school has an effective and efficient management , and the school communities have environmental concerns as a manifestation of the gratitude to The God . The general hope is the creation of a knowledge society. Environmental Education (EE) is expected to the learners having sidiq,istiqamah,fatanah,trustworthy, and tablig characters.

Environmental education policy is a development policy that its aims is to instill an attitude or character of caring for the environment (Nurlatifah , et al : 2012) . Environmental education program at the first implementation of EE in Indonesia was conducted by the Institute of Teacher Training Education (Teachers' Training College) Jakarta in 1975. The numbers of school which are achieving the target "Adiwiyata" until 2014 are 6,480 schools. (www.menlh.go.id). In 2006, the Ministry of Environment developed the environmental education programs in the primary and secondary schools through the program of "Adiwiyata". The program is implemented in 10 schools in Java as the model schools by involving universities and NGOs working in the field of Environmental Education. It is a follow up of the agreement between the Ministry of National Education and the Ministry of Environment in 2005.

The "Adiwiyata" Schools

"Adiwiyata" is a program of the Ministry of Environment in order to encourage the creation of knowledge and awareness of the school community in the environmental protection. This program is expected that the schools' communities getting healthy environment and avoiding the negative environmental impacts. "Adiwiyata" has a meaning or significance as a good and ideal place which can be obtained by all the sciences and severalof norms and ethics that can be the basis for the creation of the welfare of human life and the ideals of sustainable developments. "Adiwiyata" program goal is to realize the school communities who are responsible for the protection and management of the environment through a good school governance to support the sustainable development (http://www.menlh.go.id).

Educational institutions become the center of attention for being a very important part for the success of the Go Green movement at the local district, provincial, national, and even international. The environmental awareness is important carried out early on the learners, so they can understand and implement the character education in the form of the awareness to the environment, in school life, as well as in homes, communities, and generally in the earth. That is why the program of "Adiwiyata" to be one of government expectations.

"Adiwiyata" program had been initiated by the government since 2006 had not been organized by the primary and secondary education levels. Since 2006 until 2011, which involved in the program of "Adiwiyata" reached 1,351 schools from 251 415 schools (elementary, junior high, high school, vocational) in Indonesia. The independent "Adiwiyata"are 56 schools ,"Adiwiyata": 113 schools, 103 school candidates of "Adiwiyata", or the total awarded "Adiwiyata" reaching 272 schools (elementary schools, junior high schools, senior high school, vocational school)in Indonesia. The circumstances mentioned above, spreading the bulk of the island of Java, Bali and other capital provinces, the amount / quantity is still low, it is caused by the guidelines of "Adiwiyata" which is currently still difficult to be implemented.

On the other hand the Minister of Environment Regulation No. 02 of 2009 on Adiwiyata Program Guidelines cannot answer the constraints faced by the region, especially for the schools that they implement the program of"*Adiwiyata*". They are the constraints in the preparation of relevant documentation and policies and the curriculum development, the evaluation system documents, and the physical assessment.

Especially in Pacitan , the pilot "*Adiwiyata*" school has grown from elementary school , junior high school, and senior/vocational high school. In 2013 Pacitan had secured Adiwiyata National School award, which is acquired by SMP N 1 Pacitan and SD Alam Pacitan. While in 2014 there were three schools in Pacitan awarded Adiwiyata School in East Java namely SDN Baleharjo 2 Pacitan,SMPN 1Pringkuku, and SMPN 4 Pacitan(http://skpd.pacitankab.go.id).

The Environmental Education Policy between the Ministry of Environment to the Minister of National Education No.03 / Men LH / 02/2010, No.01 / II / KB / 2010 dated February 1st, 2010 on Environmental Education is a public policy in education related to a program or a series of actions, tactics, and strategies to achieve a instilling the value of environmental care based on a proposal of a person, groups or government that they care about the environment. The Environmental Education Policy is a strategic of public policy to support the development of the implementation of education for the sustainable development or Educational for Sustainable Development (EDS) which is proclaimed by UNESCO. The study of public policy in education, according to Syafaruddin (2008) it cannot be separated from the problems faced by many countries, including Indonesia, it is about how to improve the quality of education. The quality of education, according to Syafaruddin, it will be increased if the country could produce an accurate education policy; it is the sustainable education policy.

The Public Policy of the Implementation of the Grindle Model
The first purpose in this research is the implementation of the public policy for analysing the problems in the policy implementation. In a system, a policy refers to its implementation, resources, and related interactions, especially for implementing, achieving, meeting, generating or finishing the given tasks.

Bhuyan et al. (2010) in Mthethwa (2012) there are three important reasons why the assessing policy implementation is crucial. Firstly, it promotes accountability by holding the policy-makers and the implementers of accountable for achieving the stated goals and reinvigorating the commitment. Secondly, it enhances the effectiveness, because the understanding and addressing of barriers to the policy implementation can improve the delivery program. Lastly, it fosters the equity and quality, because the effective policy implementation can establish the minimum standards for the quality, promoting access, reducing inconsistencies among the service of the providers and the regions, and tus to enhance the quality ".

S. Grindle Meriee approach is known as the implementation is as a political and administrative process. The Grindle model (1980) looked at the implementation of the determined policy by the policy and implementation context. Related to the content of Grindle, the successful of the implementation of a policy will be determined by the "Content and Context" of the policy. The content of the policy is an important factor in determining the outcome of the implementation of the initiate. It is also determined by the social, political and economic conditions. Generally, there are several factors that can affect the implementation of the policy as shown as below.

Factors that may affect the implementation of policy
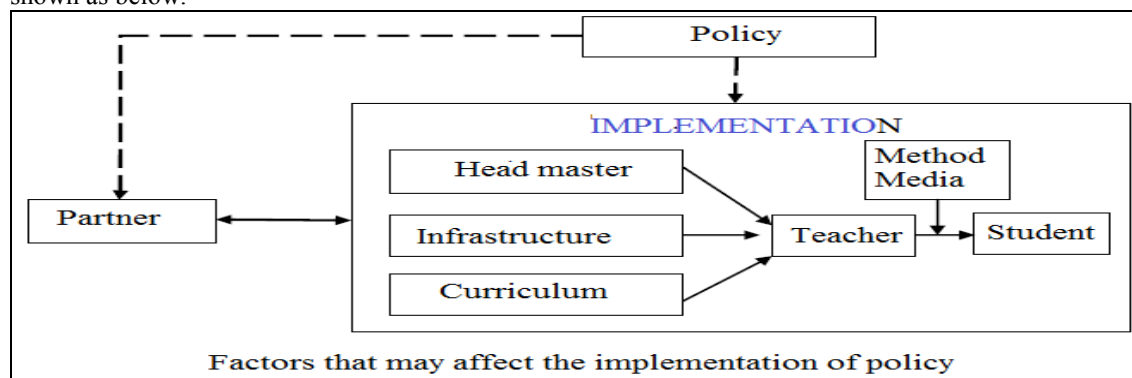
The "*Adiwiyata*" Program is a bureaucracy policy derived from a central government policy. It is the responsibility of the Minister of Environment and Minister of Education as the central governments' actions to preserve the function of the environment and prevent the pollution and or the environmental damage. The public policy on the environmental education as the response of the world communities and the national demands about the importance of knowledge, values, attitudes, behavior and knowledge about the environment that it is needed to be given early to the whole society and the learners. The study on the policy of Environmental Education between the Ministry of Environment and the Minister of National Education No.03 / Men LH / 02/2010, No.01 / II / KB / 2010 dated February 1, 2010 on the Environmental Education through the "*Adiwiyata*" program can be meant that the agencies and the government officials in a particular field can do a deal together to establish a

public policy.

The efforts to achieve the "*Adiwiyata*" school cannot be separated from the demands of the development of school policies relating to the care and environmental culture of the school, the school policy for the development of the environment-based curriculum, the development of participatory-based activities, and the school policy for the development or management of environment for supporting the schools. The school system is a sub-system of the national education system. As an institution that it organizes a national education policy, a school integrates all of the sub-systems e.g. the school goals, values in the community, doing a school task such as the teaching and learning process in accordance with the society needs. The school's goal can be achieved by some elements such as the infrastructure, facilities and the school finance, the curriculum, the student counseling services, and the guidance to support their communication activities. To reach the target, some experts in education emphasize on how to lead and manage the schools, how the students are grouped, the involvement of parents and the society, the way of the students and teachers work together, and how the decisions are made by the school (Owensin Syafaruddin, 2008). The purpose of a school must be defined in detail. The formulation of the schools' objectives can not be separated from the formulation of the vision and mission of the school that would normally be formulated by accessing the basic needs for education that can be provided by the school (Sagala, 2010).

Still according to Sagala (2010),Sagala said that the difficulties to realize the objectives to get the changes in the school development related to various studies relating to the effectiveness of the school management found any major of weaknesses in the management of schools, especially in the working team that is not solid. The other school management weaknesses related to the school administration and the school archives. According Sagala, most principals and vice principals have difficulties in coordinating with the teachers and other personal in implementing the strategy of the school. The lack of coordination makes the school administration to be not good and incomplete.

There are three basic components that are attached to public policy, the broad goal, the specific objectives and how to achieve the goals. The third way is called implementation. The function implementation, according to Suwitri (2011), it is to establish an effort that allowing the goals or objectives of public policy. It can be realized as the outcome or result of the government activity. The actual implementation involves the creativity of designing and implementing the policies to find special tools for achieving the goal. To implement the policy, there are two options possible steps, which is directly implemented in the form of programs, or it can be through the derivative policies of the public policy (Syafaruddin, 2008).

To realize the program of "*Adiwiyata*" schools, it must try to meet the four indicators, such as:(1)The Development of the School Care Policy and the cultured environment. (2). The Environment -based curriculum development,(3). The Participatory -based development activities,(4). The Development and management of facilities or the school supports.

This study examines the two phenomena in Grindletheory (Samudera, 1994: 23), it is about the content of policies which including the degree of change that is expected to implement the program of "*Adiwiyata*" to get an overview of the implementation of the environmental education. In accordance with the basic idea of the Grindle theory, in its implementation, after the policy is transformed, the implementation is implemented. The degree of success in its implementation, according to Grindle theory is determined by the nine phenomena, two of which are the degree of desired changes and the implementers. The degree of change to be observed as the target are the behavior of policies, namely the students and the implementer changes related to the program of "*Adiwiyata*", whether the teachers can be the models or examples and have done a variety of ways to make the policy targets of the environmental care, and whether the students make some changes as expected by the program objectives. The other studies are implementing the programs, whether the school has mentioned in detail the "*Adiwiyata*" implementers of the program, and who is being responsible until the plan can be implemented easily in the field, and achieving the expected goals.

The Relevant Related research

Thathong, his research findings showed that 1) environmental issues were not directly addressed in school-based curriculum but were indicated in some subjects;2) most of environmental projects and activities were environmental projects and were initiated by the teachers; 3) a lack of environmental knowledge, awareness, and collaboration were major problems in providing projects for the environment apart from lacking of money allocation and necessary equipments. In addition, 7 guidelines for the suitable environmental education process for Thai schools context were 1) environmental issues should be addressed in a vision of school-based curriculum, 2) environmental education should be indicated in school policy and action plan, 3) student-centered and integration instruction using community resource should be used in providing learning activities, 4) enhancement of self-directed improvement of teachers' awareness toward environmental activities by providing a workshop and promotion of cooperation among stakeholders in school, 5) providing activities to develop the desired characteristics of the students and empowerment the students to launch the environmental projects by themselves, 6) physical environment of school should be decorated to be learning resource, and 7) a school

superintendent should allocate personnel, time, money, and continuous support for environmental projects. Seven guidelines for the suitable environmental education process for Thai schools context were 1) environmental issues should be addressed in a vision of school-based curriculum, 2) environmental education should be indicated in school policy and action plan, 3) student-centered and integration instruction using community resource should be used in providing learning activities, 4) enhancement of self-directed improvement of teachers' awareness toward environmental activities by providing a workshop and promotion of cooperation among stakeholders in school, 5) providing activities to develop the desired characteristics of the students and empowerment the students to launch the environmental projects by themselves, 6) physical environment of school should be decorated to be learning resource, and 7) a school superintendent should allocate personnel, time, money, and continuous support for environmental projects.

Katayama, Junko (2009), his research was evidence-based and one of its main goals was to inform policy-makers on how to improve environmental education, after a synthesis of the findings. Recommendation One: Giving support to a variety of ideological perspectives. Recommendation Two: Policy in environmental education should take into account contextual variety. Recommendation Three: Promoting simultaneous use of top-down and bottom-up approaches. Paude (2009) said, "The top-down perspective could be regarded as prescriptive-what ought to happen, whereas the bottom-up focuses on description of the implementation process". Landriany (2014), her results showed that the policy of living environment in the school already stated in the official decision and integrated in each subject. Then, the schools socialize some of the main activities using the approach to the students to obtain perfect support to create absolute agreement that the school is truly environmental school. Furthermore, researcher still found various situations inhibiting the implementation of "*Adiwiyata*", such as the unit of task is not on time, and there is a group of students who have not been realized in understanding the concept of environmental schools, funding issues, and the support of the society and other parties are still low. Schools have implemented the strategic steps to overcome existing barriers.

THE RESEARCH METHODOLOGY
The Kinds and Data Resources of the Research
This descriptive qualitative study focused on the implementation of the policies for the Environmental Education in Schools of "*Adiwiyata*" in Pacitan by observing some phenomena or social facts that happened in a field of interview guide which is covering the degree of desired changes, and the implementation of the program. The degree of the desired changes are including (1) How to grow and develop the knowledge , values, attitudes , behavior and insights , as well as the environmental concerned to the learners and communities , (2) How to improve the quality of human resources as the executor of sustainable development and the environment conservation . The program implementers are including (1) How to implement the policies for the Environmental Education towards the "*Adiwiyata*" school, and (2) What the person who charges in the program

Tabel 1. The Guidelines for the Reseach Instruments

The Aspects	The Components	The Resouces	The Methods	The Instruments
The Policy Contents	The Degree of Changes	*Person Paper Place*	Interview, documentation, observation	The interview guidelines, tape recorder, handy cam, note
	The Program Implementers	*Person Paper*	Interview, documentation	The interview guidelines

The Reserach Subjects and the Technique Sampling of the Sample
This research is based on the basis of phenomenology. Hidayat (2011) he sawed the object of the research in the context of natural or unnatural, it means that a qualitative researchers see an event not partially separated from its social context. The same phenomenon in different circumstances would have a different meaning. This study took place at the Schools of "*Adiwiyata*" in Pacitan as the organizers of the Environmental Education, they are covering the SMPN 1 Pacitan, SMPN 1 Arjosari, SMPN 4 Pacitan, SD Alam Pacitan and SMAN Punung . The type of data collected in this research is the primary and secondary data. The informants of the research are the peoples who really know involved directly with the problem of the research. They are the principal, vice principal, teachers, students, and the administrative personals. The selection technique of the informants is using the purposive technique and the process is by the snow ball (Sugiyono, 2012).

The Technique of the Data Analysis
The data analysis technique is using an interactive model. There are three (3) components of the analysis, namely: reduction of the data (data reduction), presentation of the data (data display) as well as the conclusion and the verification by Milles and Huberman (in Sugiyono, 2011). Further, it is conducted by combining (interactively) the three main components. The analysis is a data reduction of the process for the election, focusing on the simplification, the abstraction and transformation of the raw data that it appears in the written record in the Schools of *"Adiwiyata"* in Pacitan as the organizers of the environmental education. The data reduction is a form of analysis that it sharpens, classifies, directs disposes of the unnecessary and organizes the data in a way

that the conclusions can be drawn and verified.

Firstly, the data reduction can simplify and transform the qualitative data in various ways, for example through a rigorous selection, through the summaries and or categorize it in a clearer pattern. The data reduction is done with the consideration that the data obtained from the field is quite a lot, thus the need for selecting and sorting according to the need for the examined problems solving. The researcher is guided by the research questions to be answered by the data, and to answer the questions are related to the form of the research findings.

Secondly, the presentation of the data is the next step after the analysis of the data reduction. The data presentation is to strive for the implementation of the data policy for the Environmental Education in the Schools of *"Adiwiyata"* in Pacitan. It is organized, and arranged in a pattern of the relationships, so it is easy to be understood. The presentation of the data can be a narrative description, chart, relations between the categories, the flowchart (flow charts) and the like. The researcher limits the "presentation" as a collection of the structured information that gives the possibility of drawing conclusions or taking action. The process can be done in a way to show and create the relationships between the phenomena to interpret of what is happening and what it needs to be followed to achieve the research objectives.

Third, it is the drawing of the conclusions / verification. The competent researchers will deal with the findings and the conclusions based on the verified data. The preliminary conclusions are still tentative; it will be changed when it is found the strong evidence that it supports the next stage of the data collection. The data verification is gathering the strong evidence supporting the early conclusion.

The researcher always makes the data reduction and the presentation of the data to formulate the conclusions. It is based on the available data in the field note. It is the data of *"Adiwiyata"* Schools in Pacitan regency as the hosted of the Environmental Education regarding to the implementation of the policy of the Environmental Education. The researcher will develop the understanding of the meaning of all the events through the data reduction and then will be followed by the preparation in the form of the stories systematically.

The reduction and the data display are structured in the time of the researcher obtains the necessary data units in the study. After the end of the data collection, the researcher tries to draw the conclusions and the verification based on the field notes. If the field note felt not enough to be obtained, the researcher is required to seek the completeness of the data in the field specifically for the record. Before leaving the field, the researcher must carefully read first about the data reduction and the presentation of the data and the preliminary analysis. If it is deemed the insufficient in responding to the examined problems, the investigator should make a complement of these shortcomings in the field of the qualitative research. Firstly, the carried out activity is checking the entire incoming data to be sorted and it is selected by the sub- subjects in the formulation of the problem. The transcript of the interview, field notes and the measurements as well as the other materials that constitute in the research data to be checked completely and also the presentation techniques.

The first data processing technique is editing process, namely the researcher checks again the collected data so that they can answer the problems are formulated. To analyze the data further, the researcher uses the qualitative descriptive data analysis, ie by collecting, classifying and analyzing the data with theoretical basis. The conclusions are using the inductive method. It is the way of collecting particular facts to conclude a general nature, and it can be said as the result of the research. The inductive method is a greater emphasis on the process of concluding the analysis of the relationship dynamics between the phenomena observed, and the use of the scientific logic. Yin (2011) stated that the inductive approaches to let the growing niche of data lead to the emergence of concepts. (P.94). The successful inductive stance permits the events in the field to drive the later development of categories, propositions, and Eventually "meaning," based on the actions in the field and not preconceptions. Starting a study with preconceptions, prior in doing fieldwork, would be considered a deductive procedure. (P.124). the data collection techniques are using the technique of in-depth interviews, observation, and the documentation study. In accordance with the qualitative approach, it is used to obtain the data or the information that are natural. The researcher uses the qualitative data analysis. The technique consists of the data reduction stage, the presentation (display) of the data, interpreting the data, summing up the data, and the verification, increasing the validity of the results and then narrating the results data.

The technique of collecting data is by using the technique of in-depth interviews, observation, and the documentation study. In accordance with the qualitative approach that is used to obtain the data in natural, the researcher uses the qualitative data analysis. This technique consists of the stages of data reduction, presentation (display) of data, and interpreting the data. It is summing up the data and its verification; increasing the validity of the results, and then narrating the data results.

THE RESEARCH RESULTS
The Schools Profiles
First, SMPN 1 Pacitan is a superior school in Pacitan. Its vision is "The global competitiveness in quality of academic, sports, arts and cultural environment based on the faith and piety". While its missions are: (1) Achieving the graduates who have global excellence in academic, arts, sports, noble, and environmentally sound

in international standards, (2) Achieving the cultural development and the school environment of cool, beautiful, clean, peaceful, orderly and friendly, (3) Instilling a culture environment through the environmental education, (4) Utilizing the environment as a learning resource, (5) Creating a caring attitude to cope the environmental pollution, (6) Creating a caring attitude towards the prevention of the environmental damage. SMPN 1 Pacitan is a popular school which reaping many achievements and it is an "*Adiwiyata*" School that has implemented the Go Green program.

Secondly, SMP Negeri 1 Arjosari, it is located in the Arjosari sub-district, Pacitan. It is also being featured with a variety of the school achievements. Its vision is "Faithful, devoted, the achievement, skilled, and the environmental preservation ". Its missions are, (1) Growing the appreciation and practicing the professed religion, (2) Encouraging the students to behave in accordance with the ethical manners, (3) Encouraging the whole of the school community to foster a caring attitude towards the environment. One of the educational objectives at SMPN 1 Arjosari is implementing environmental attitudes to create a conducive and comfortable environment.

Third, SMPN 4 Pacitan, it is located in the Regency of Pacitan. Its vision is "Well-educated, accomplished, well-mannered and environmentally mind ". The indicators of achievement include the superior vision in applying the cultural values and national character, the excellence in applying clean culture and the creation of clean and green school. The missions of the school , are, (1) carrying out the extra-curricular activities which include the development of competence , (2) the preservation of cultural and environmental preservation , (3) fostering the atmosphere of the school to be cool and green , so it can make the peoples to be comfortable in a learning process, (4) implementing the character education and the environmental education in every subject , (5) creating a school environment to be safe , neat , clean , and comfortable , (6) embedding the social and environmental concerns , loving peace , the patriotism , the national spirit , and the democratic life.

Fourth, SD Alam Pacitan. It is a school is a school that it frees the children expressing the experimentation, creativity, curiousness, moving with the real life by instilling norms, ethics and character by good everyday beliefs and loving to the nature instilled as the basis for the establishment of the smart kids in life. The school provides the basic of education to equip the children in the future based on the concept, educating the children to grow into the human character, to be able to exploit the natural, loving and nurturing the environment. SD Alam vision is "To be a leading and reliable school is implementing an integrated learning, based on the nature, local potential and the cultural environment". Its missions are (1) Providing an education to build a generation who is knowledgeable, intelligent, scholars, virtuous noble character, (2) Setting up a generation of leaders in active character, creative, innovative, accomplished and caring the environment, (3) Implementing the learning effective, efficient, environmentally sound by utilizing an innovative nature as a medium of learning, (4) Conducting the environmental protection and the management in efforts to conserve the environment, the prevention of pollution and the environmental damage, (5) Providing the infrastructure which is representative in the learning activities to support the development of the students' potentials to be developed optimally.

Fifth, SMAN Punung it is in sub district of Punung Pacitan. The school's vision is "The Excellence in performance, mannered in character, based on the environmentally sound of IMTAQ ". The missions of the school are : (1) Increasing the faith and piety in order to form the religious and cultured person , (2) Implementing the school well management by involving the whole school community , (3) Implementing the environmental education .

The Desired Changes

First, the efforts are to cultivate and develop the knowledge, values, attitudes, behavior and insights, as well as the environmental concerns and the community learners. Based on the findings in the field, seen from the profile of the five schools of "*Adiwiyata*"s, vision, mission and objectives are explicitly including the concept of the environmental education as a policy which is implemented in the daily learning activities. Akdon (2006: 94) said that the vision is a picture of the future realistic and to be realized within a certain time. Vision is spoken or written statement today; it is the current management processes and spanning the future. The goal will direct the formulation of the objectives, policies, programs and activities in order to realize the mission. Thus the school management has been pouring the public policies such as the implementation of the environmental education programs which are disseminated through the formulation of the vision, mission, and goals of the school. In addition, the five schools are implementing the "*Adiwiyata*" PLH to integrate with the implementation of the character education as the internalization of the learning scenarios and extracurricular activities.

Of the five schools, there are four schools that have implemented a comprehensive approach (Irianto , 2010: 384). It is planting the values of EE as a separate subject. It is contained in the school curriculum, as local content, started with the prioritization of core values for the schools, namely the SMPN 1 Pacitan, SD Alam Pacitan, SMPN 1 Arjosari, and SMAN Punung. It is about two hours of lesson in every week. PLH has a basic policy of implementing a firm and formal. It is understood and implemented by all of the communities of the school.

Second, the efforts are to improve the quality of the human resources as the executors of the

sustainable development and environmental conservation. Based on the documentation data, the implementation of the five"*Adiwiyata*" schools attempt to prepare the human resources to be capable and facilitating the learners in order to care for the environment. The school management develops a policy of partnership with the Office of the Environment, the Department of Education, the Department of Health, the other "*Adiwiyata*" schools, and the parties related to training activities, workshops, and study visits. In this regard, the government of Pacitan and the related agencies provide the support to the schools as the pilot of schools of"*Adiwiyata*. It is very important to realize Pacitan as a clean town through the "*Adiwiyata*" school. The existence of the partnership program is of great benefit to the achievement of the vision, mission, and objectives of the school, mainly related to the implementation of EE policy. The concept of Go Green, Go Clean is not only limited but also it has become a cultural expectation for the communities of the five schools. The schools of"*Adiwiyata*"which are prominent in the achievement degree are SMPN 1 Pacitan and SDAlamPacitan. SMPN 1 Pacitan has cooperation with the Department of Health in a public health analysis, supervising, and facilitating the people in schools to cultivate the waste management with the principles of 5S, ie Reduce, Reuse, Recycle, Replace, Replant. The school is strived to be free of plastic waste with the plastic substitute's utilization program by using the organic materials, such as leaves. Furthermore, the organic waste is processed into the useful goods. SD Alam Pacitan has implemented a policy unit by the Waste Bank which is managed independently by the students.

The Executing Program

First, the policy implementers of the Environmental Education are towards the"*Adiwiyata*" school. The PLH program implementers of the five schools are the elements of the principals, the vice principals, the teachers, the students, the administrative staffs, and the school committees. Of the five schools of"*Adiwiyata*", there are two schools where the program of management unit of "*Adiwiyata*" have organized in a clear organizational structure, they are SMPN 1 PacitanPacitan and SD AlamPacitan, so that both are able to obtain the awards as "*Adiwiyata*" schools in national level. The other schools have not been arranged into the organizational structure, but it becomes an additional task. However, the implementations of the program in both two schools have full responsibility to realize the vision, mission and objectives of the schools as the schools which are implementing the "*Adiwiyata*" program. It is evidenced by the achievement of both schools as an award-winning in school of "*Adiwiyata*"in regional level, they are SMPN 4 Pacitan, and SMPN 2 Arjosari, meanwhile, the SMAN Punung is still prepared to be the "*Adiwiyata*" school. The PLH policy implementers of the five schools is based on the principles of (1) participatory, engaging the school community in the school management which covers the entire process of planning, implementation and evaluation of the appropriate responsibilities and roles, including the principals, vice principals, teachers, students, administrative staff, and the school committee , (2) the sustainable, all of the activities are carried out in a planned and continuous comprehensively (http://www.menlh.go.id). Based on the observations, SMPN 1 Pacitan and SD AlamPacitan are as the models of"*Adiwiyata*" schools by the PLH effective implementation policies. It is supported by the participation of all the parties, through the communication and coordination. The concept of Go Green, Go Clean, and Green School has become the culture of all schools' communities.

The second, the person in charge of the program. The principal is to be responsible for the policy on the school by the PLH "*Adiwiyata*". The principal leadership is as the educator, manager, administrator, supervisor, leader, innovator, and educational motivator. In this case, the managerial and leadership capability of the principal is becoming an important factor for the successful of the implementation of the policy of PLH. It is related to Fuallan opinion (Law and Glover, 2000: 13-14) they said that leadership is related to mission, direction, and inspiration. Meanwhile, the management is regarding the arrangements, the implementation of the action plan, and the achievement of something, and the effectively work with someone. In more detail, it suggests the difference between the management and leadership in the following areas. The management is relating to the establishment and maintenance of organizational structure, the leadership is associated with the establishment and the maintenance of the organizational culture; the followers are following the way of management that has been decided in the leadership, the followers find a way; a management means doing something right; a manager maintains the organization based on a control-a leader in developing an organization based on the boost of confidence; the managers work on the basis of the application of the emotional-leaders works on the basis of empathy and concern; and it is obtained from the organization's management-leadership. The policies of the principals will be impossible without the supports of the teachers. Based on the interviews with the respondents, all elements are supporting and responsible for EE policy implementation. One of the important elements is for the success of the PLH policy to be realized in the competence of teachers teaching, social, and personality. The teacher leadership is basically a process to influence the others. It contains a series of specific actions or behaviors towards the affected individual. The teacher leadership is not just limited to the role of the teacher in the classroom context when interacting with the students but also reaching out to the teacher's role in interacting with the principal and colleagues, by referring to the same of objectives, namely the increase in the achievement of the vision, mission and objectives of the school. Based on the observations and interviews with the respondents in the five schools which are implementing the "*Adiwiyata*", the teachers are able to provide the

exemplary in the implementation of EE. It is shown on the daily activities of the teachers in the school.

THE CONCLUSION AND SUGGESTIONS

The Conclusion

The results of the analysis of the environmental education policy are implemented by the Grindle models including the degree of desired change and implementing the program. The degree of the desired changes, including (1) How to grow and develop the knowledge, values, attitudes, behavior and insights, as well as the environmental concerns of the learners and the communities, (2) How to improve the quality of the human resources as the executors of the sustainable development and the environment conservation. The program implementers are including (1) How to implement the policies for the Environmental Education towards the *"Adiwiyata"* schools, and (2) What about the peoples in charge of the program.

The first, related to the Degrees of the desired changes. (A) The efforts to cultivate and develop the knowledge, values, attitudes, behavior and insights, as well as the environmental concerns of the learners and the communities based on the vision, mission and objectives are explicitly included in the concept of the environmental education as a policy which is implemented in the daily learning activities. There are four schools that have implemented a comprehensive approach, the application of the values of PLH as a separate subject. It is contained in the school curriculum, as the local content, starting with the prioritization of core values for the school. Thus, the school management has poured down in the public policy such as in the implementation of the environmental education programs. They are disseminated through the formulation of the vision, mission, and goals of the school. In addition, the five schools are implementing the "Adiwiyata" integrating the environmental education with the implementation of the character education as the internalization of the learning scenarios and the extracurricular activities. (B) Improving the quality of the human resources as the executors of the sustainable development and the environmental conservation policy. It is developed through a partnership with the Offices of the Environment, the Department of Education, the Department of Health, other *"Adiwiyata"* schools, and the related sectors for training activities, workshops, and studying visits, For example, the partnerships with the public health analyst unit to direct, supervise, and facilitate the people in the schools to cultivate the waste management with the principles of 5R, ie Reducing, Reusing, Recycling, Replacing, and Replanting. The schools strive free of plastic waste with the plastic substitutes utilization program by using the organic materials, such as the leaves. Furthermore, the organic waste is processed into the useful goods. SD Alam Pacitan has implemented a policy unit of Waste Bank. It is managed independently by the students

Secondly, it is about the Program. (A) Implementing the PLH program in the five schools. The elements are the principals, the vice principals, the teachers, the students, the administrative staffs, and the school committees. From the five schools of *"Adiwiyata",* there are two schools where the program of management unit of *"Adiwiyata"* has organized in a clear organizational structure. The PLH policy implementers in the five schools are based on the principles of participatory and sustainable. The principal is to be responsible for the policy on the schools of *"Adiwiyata"* by the PLH program, as the educators, managers, administrators, supervisors, leaders, innovators, and educational motivator. All of the elements support and they are responsible for the policy implementation by PLH program, such as through the teacher leadership. (B) Undertaking the program. The principal should be responsible to the Environmental Life and Education policy on the schools of *"Adiwiyata".* The principal leadership is as the educators, managers, administrators, supervisors, leaders, innovators, and the educational motivator. In this case, the managerial capabilities and leadership of the principal are becoming an important factor for the successful in the implementation of the policies.

First, the efforts to cultivate and develop the knowledge, values, attitudes, behavior and insights, as well as the environmental concerns to the learners and communities based on the vision, mission, and objectives are explicitly included the concept of the environmental education as a policy which is implemented in the daily learning activities . There are four schools that have implemented a comprehensive approach, the application of PLH values as a separate subject; it is contained in the school curriculum, as a local content, starting with the prioritization of the core values for the schools. The five schools are implementing the "*Adiwiyata*" seek to prepare the human resources to be capable in facilitating the students to care for the environment through a policy and partnership with the Office of the Environment , the Department of Education , the Department of Health , other *"Adiwiyata"* schools , and the related agents in training activities , workshops , and study visits .

Secondly, the implementers of the PLH program of the five schools are the element of principals, vice principals, the teachers, students, administrative staff, and the school committees. Of the five schools of "*Adiwiyata"*, there are two schools where the program of "*Adiwiyata"*had organized in a clear organizational structure. The PLH policy implementers of the five schools are based on the principles of participatory and sustainable. The principal must be responsible for the policy on the school of PLH "*Adiwiyata*", as the educator, manager, administrator, supervisor, leader, innovator, and the educational motivator. All of the elements support and are responsible for the policy of the implementation of PLH, for example by the teacher leadership.

The Suggestions

The results of this study recommend that:

1. The implementation of the Environmental Education and PLH policies are applied in the integration of the character education which is positioned as a separate subject or a comprehensive approach. It is more effective in the achievement of the objectives.

2. The roles of the school principals and the teachers are very strategic to be optimized in the exemplary attitudes and the constructing the learning models based on the contextual aspects.

3. The pattern of the partnership needs to be improved with the educational institutions, such as universities for the research evaluation of the particular programs of the Environmental Education policy, so that it can be optimized to achieve the vision, mission, and goals of the school.

4. The empowerment of the school committees need to be synergized through the parenting education.

5. It should be an empowerment of the civilizations from the rural villages until in the cities as an effort to build the environment care through the synergistic activities with the schools and the facilitated local governments related to the agencies.

The results of this study are recommending that the implementation of the important policies should be implemented in the Environmental Education which is integrated with the character education which is positioned as a separate subject or a comprehensive approach. So, it is more effective in achievement of the objectives. The role of the school principals and teachers are very strategic to optimize the exemplary attitudes by the constructivist and contextual learning model. The pattern of partnership needs to be improved with the educational institutions such as the universities for research evaluation of the particular programs of PLH policy so that it can be optimized to achieve the vision, mission, and goals of the school. The empowerment of the school committees need to be synergized through the parenting education.

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