

ABSTRAK

SAIDAH, NPM: 2022215, Judul “IMPLEMENTASI PROGRAM PEMBINAAN SEKOLAH ADIWIYATA OLEH DINAS PERUMAHAN, KAWASAN PEMUKIMAN DAN LINGKUNGAN HIDUP KABUPATEN HULU SUNGAI UTARA PADA MTs NIPI RAKHA AMUNTAI” dibawah bimbingan Bapak **Sugianor, S.Sos., M.AP** sebagai Pembimbing I dan Ibu **Ratna Sari, S.Sos., MA** sebagai Pembimbing II.

Program Adiwiyata merupakan program pembinaan sekolah yang bertujuan mewujudkan sekolah peduli dan berbudaya lingkungan. Pelaksanaan pembinaan oleh Dinas Perumahan, Kawasan Pemukiman dan Lingkungan Hidup Kabupaten Hulu Sungai Utara di MTs NIPI Rakha Amuntai menunjukkan beberapa permasalahan, yaitu kurangnya sosialisasi, lemahnya koordinasi sekolah dan dinas serta jadwal pembinaan tidak teratur. Penelitian ini bertujuan mengetahui bagaimana implementasi pembinaan tersebut serta faktor-faktor yang mempengaruhinya.

Penelitian ini menggunakan pendekatan kualitatif tipe deskriptif dengan teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi. Informan ditentukan dengan teknik purposive sampling berjumlah 10 orang, terdiri dari Kepala Bidang Pengelolaan Persampahan dan Peningkatan Kapasitas Lingkungan Hidup, koordinator Tim Adiwiyata, staf terkait, serta guru MTs NIPI Rakha Amuntai. Data dianalisis melalui kondensasi data, penyajian data, dan penarikan kesimpulan, dengan keabsahan data diuji melalui triangulasi sumber dan teknik.

Hasil penelitian menunjukkan Implementasi Program Pembinaan Sekolah Adiwiyata pada MTs NIPI Rakha Amuntai secara keseluruhan belum berjalan dengan baik. Pada variabel komunikasi, indikator transmisi, kejelasan informasi, dan konsistensi sosialisasi belum berjalan baik karena sekolah tidak pernah menerima sosialisasi resmi secara langsung dan hanya dilaksanakan sekali dalam setahun. Pada variabel sumber daya, indikator SDM/Staf dan fasilitas belum berjalan baik karena minimnya pendampingan teknis dari dinas serta keterbatasan sarana dan anggaran di tingkat sekolah. Pada variabel disposisi, indikator sikap pelaksana cukup baik melalui koordinasi formal dengan Dinas Pendidikan, namun indikator komitmen pengurus belum berjalan baik karena tidak semua sekolah sungguh-sungguh menindaklanjuti kriteria penilaian. Pada variabel struktur birokrasi, indikator penerapan SOP dan fragmentasi organisasi belum berjalan baik karena dinas belum pernah melakukan kunjungan monitoring maupun tindak lanjut setelah pengisian aplikasi SIDIA. Faktor pendukung implementasi meliputi dua hal, yaitu koordinasi formal dengan Dinas Pendidikan dalam penentuan sekolah sasaran serta adanya regulasi Adiwiyata sebagai landasan hukum program. Faktor penghambat meliputi empat hal, yaitu peralihan tupoksi pengelola program, penyampaian program melalui aplikasi SIDIA tanpa pendampingan tatap muka, prioritas dinas yang masih terfokus pada sekolah binaan lama, serta keterbatasan anggaran yang dialami baik oleh dinas maupun sekolah.

Untuk meningkatkan implementasi Program Pembinaan Sekolah Adiwiyata pada MTs NIPI Rakha Amuntai, disarankan agar dinas meningkatkan frekuensi sosialisasi dan mengupayakan alokasi anggaran yang lebih memadai. Pihak sekolah diharapkan lebih proaktif menjalin komunikasi dengan dinas dan membentuk tim khusus Adiwiyata.

ABSTRACT

SAIDAH, NPM: 2022215, Title "IMPLEMENTATION OF THE ADIWIYATA SCHOOL COACHING PROGRAM BY THE HOUSING, SETTLEMENT AREA AND ENVIRONMENT AGENCY OF HULU SUNGAI UTARA REGENCY AT MTs NIPI RAKHA AMUNTAI" under the guidance of **Mr. Sugianor, S.Sos., M.AP** as Supervisor I and **Mrs. Ratna Sari, S.Sos., MA** as Supervisor II.

The Adiwiyata Program is a school coaching program aimed at creating schools that care about and have an environmental culture. The implementation of coaching by the Housing, Settlement Area and Environment Agency of Hulu Sungai Utara Regency at MTs NIPI Rakha Amuntai shows several problems, namely lack of socialization, weak coordination between the school and the agency, and an irregular coaching schedule. This research aims to determine how the implementation of the coaching is carried out as well as the factors that influence it.

This research uses a qualitative approach of descriptive type with data collection techniques through interviews, observation, and documentation. Informants were determined using a purposive sampling technique totaling 10 people, consisting of the Head of the Waste Management and Environmental Capacity Building Division, the coordinator of the Adiwiyata Team, related staff, and teachers of MTs NIPI Rakha Amuntai. Data were analyzed through data condensation, data display, and conclusion drawing, with data validity tested through source and technique triangulation.

The research results show that the implementation of the Adiwiyata School Coaching Program at MTs NIPI Rakha Amuntai has not run well overall. On the communication variable, the transmission, information clarity, and consistency of socialization indicators have not run well because schools never received official direct socialization and it was only conducted once a year. On the resources variable, the staffing/human resources and facilities indicators have not run well due to the lack of technical assistance from the agency and limited facilities and budget at the school level. On the disposition variable, the indicator of implementer attitude is fairly good through formal coordination with the Education Office, but the indicator of management commitment has not run well because not all schools seriously followed up on the assessment criteria. On the bureaucratic structure variable, both the SOP implementation and organizational fragmentation indicators have not run well because the agency has never conducted monitoring visits or follow-up after schools completed the SIDIA application. The supporting factors for implementation consist of two matters, namely formal coordination with the Education Office in determining the target school and the existence of Adiwiyata regulation as the program's legal basis. The inhibiting factors consist of four matters, namely the transfer of program management tasks, delivery of the program through the SIDIA application without face-to-face assistance, the agency's priority still focused on long-standing partner schools, and budget limitations experienced by both the agency and the school.

To improve the implementation of the Adiwiyata School Coaching Program at MTs NIPI Rakha Amuntai, it is suggested that the agency increase the frequency of socialization accompanied by direct visits to schools, and seek more adequate budget allocation. The school is expected to be more proactive in establishing communication with the agency and forming a special Adiwiyata team.