Adiwiyata School Management in Improving Brand Image in Madrasah

Nurul Alfa[1*], Lilik Sugiarto[2]

[1] Institut Agama Islam Negeri Lhokseumawe,
[2] Universitas Panca Budi, Medan

ABSTRACT

This study examines the management strategies employed by Adiwiyata schools and their impact on enhancing the brand image of madrasahs. Utilizing a qualitative research design, the investigation incorporates observations, semi-structured interviews, and document analysis to derive insights. The findings indicate that effective management is pivotal in establishing a positive brand identity for madrasahs. Key results suggest that successful brand development is contingent upon strategic initiatives that prioritize high-quality educational processes and an environmentally sustainable curriculum aligned with the Adiwiyata program. Such a curriculum not only elevates educational standards but also fosters environmental stewardship, thereby enhancing institutional reputation and societal impact. The study emphasizes the necessity of integrating effective management practices with sustainable educational initiatives to strengthen the perceived value of madrasahs. Recommendations for practice focus on the continuous improvement of pedagogical methods and curriculum development, highlighting the critical interplay between quality education and environmental sustainability in enhancing the brand image of madrasahs.

INTRODUCTION

The Adiwiyata program is designed to create optimal learning conditions in schools, promoting environmental awareness among students, teachers, and the surrounding community (Bakri, 2021). Ultimately, it aims to establish a school culture that values environmental care (Permana & Ulfatin, 2018). To achieve the program's objectives, several integrated components are essential, including curriculum policies, environmental curriculum implementation, integrated environmental activities, and the management of supporting facilities to foster an environmentally sound curriculum curriculum (Aulia et al., 2024; Mahendrartha et al., 2020; O'Riordan, 2004).

Adiwiyata schools implement a management system that promotes environmental protection and management through effective governance (Pieters et al., 2019).. The program's goals align with those of environmental education, primarily focusing on raising awareness about environmental issues and providing essential information to build understanding and experience related to the environment (Mahendrartha et al., 2020; O'Flaherty & Liddy, 2018).

The Adiwiyata program also seeks to enhance the brand image of madrasahs as institutions that demonstrate environmental responsibility (Hanifah et al., 2015). Instilling a sense of environmental care begins with the development of madrasahs following the Adiwiyata philosophy, aiming to create environmentally conscious students. As one of the largest educational environments, madrasahs play a critical role in the Adiwiyata initiative by facilitating teaching and learning activities (Nurhafni et al., 2019). Utilizing the environment surrounding madrasahs in the educational process can inspire students' enthusiasm for learning and reinforce the lessons being taught, leading to a more focused educational experience (Yirdaw, 2016).

Brand image can be built by organizing activities, such as exhibitions, social visits, community service, field research and other activities. They can also make banners to post on the street or on social media about their (Kawuryan et al., 2021) . This is good for creating a school image that excels in activities and achievements. Given that in this era of globalization, all news can be accessed anywhere and anytime without having to leave the house or visit the area, only through (Mardiana, 2016).

The implementation of the adiwiyata program is the result of the government's idea to invite the world of education to participate in protecting the environment. Adiwiyta school management is related to environmental care schools or environmental curriculum-based schools. Adiwiyata schools are schools that have a positive focus on environmental education and all its activities and environmental aspects of adiwayata schools. (Tri Warsiati, 2015).

Researchers realize that research on the adiwiyata program is not the first. Because adiwiyata research on school management develops from year to year and leads to previous research. Asep priatna conducted research with the title "Adiwiyata School Management (Green School)" by discussing the issue of climate change and school follow-up as a sustainable educational institution in the policy of implementing

an environment-based curriculum, including environmental activities and management of environmental areas (Parker & Prabawa-Sear, 2019; Shufiatuddin, 2022). In terms of similarity, this research uses the same qualitative method and this research is the same researcher of adiwiyata schools. The difference with previous research is the study of adiwiyata schools with the concept of green school, while the current research is related to the management of adiwiyata schools in improving madrasah (Dwiyama & R, 2020).

Adiwiyata schools play a strategic role in increasing environmental awareness (Wang et al., 2024). The contribution of the adiwiyata program to the development of characters who are aware of environmental management is very likely to be fulfilled by using these goals and roles. Adiwiyata school management has a strategic role in improving the adwiyata school program in madrasas which has aspects in its application, including aspects of environmentally sound policies, aspects of environmentally-based school curriculum, aspects of participatory-based activities and the last is the aspect of managing environmentally friendly supporting facilities that function in conditioning the school area in adjusting the attitude of environmental care towards students and the school community (Hafida & Wahid, 2018; Prasetyo & Kifla, 2023).

This research aims to describe the management of Adiwiyata School in improving the brand image in MAN 1 Lhokseumawe. A quality brand image is needed in the madrasa, which includes the implementation strategy of Adiwiyata school to improve brand image. In addition to requiring a quality learning process in madrassa education, it also requires environmentally sound curriculum planning that aims to manage the madrassa environment.

METHODS

The method used in this research is a qualitative method with a descriptive approach. The sources of informants in this research are principals, vice principals, teachers, and students. The selection of informants as data sources in this study is based on the principle of subjects who master the problem, have data, and are willing to provide complete information. The research was conducted at Madrasah Negeri 1 Lhoksemawe; the data collection technique consisted of an interview process, participant observation, and documentation. Data processing techniques related to the adiwiyata program were collected conductively and analyzed the results in accordance with the research in a clear descriptive form with the results of field research.

RESULTS AND DISCUSSION

According to Samsul, in carrying out the objectives of the adiwiyata program, educational components are formed in the implementation of the adiwiyata school program, these are aspects of environmental-based curriculum policies, aspects of adiwiyata school activities, and management of school supporting facilities and infrastructure. (Zamrodah, 2016). In the adiwiyata school program every school citizen must participate in school activities to promote a healthy environment and avoid negative environmental impacts in improving the madrasah brand image requires an environmentally sound curriculum and provides standards for qualified teachers to disseminate environmental knowledge and for students who carry out learning activities related to environmental protection and care and have standards for the implementation of environmental protection and management activities for school children and build partnerships in protection in environmental management, management of school support facilities and the availability of supporting infrastructure for various media parties, and schools.

The implementation of the adiwiyata program in improving the madrasah brand image requires the development of school policies in the implementation of the adiwiyata program, the formation of an adiwiyata school team, the formulation of the school's vision, mission and goals in environmental management, and the implementation of an environmental curriculum. According to Schendel and Hofer, strategy implementation involves setting annual operating objectives, training policies, motivating trainers and managing resources to implement the set strategy (Patricia, 2021).

The brand image of a madrasah in the world of education is not easy. Therefore, learning managers need a long and varied experience of adiwiyata schools to create a brand image of a madrasah. Educational leaders must be able to build a positive learning brand image in the eyes of citizens, and learning managers must master what is called the marketing mix (Dwiyama & R, 2020; Sartika, 2019).

Adiwiyata madrasah is a school that applies care to a healthy, hygienic and beautiful school environment, adiwiyata schools in promoting madrasah brand image require an adiwiyata program that already has an organizational structure, and all teachers are involved in the implementation of adiwiyata schools and are responsible as educators (Budiatman & Kurnia, 2021; Rahmadiani et al., 2019). The concept of organization includes several things, namely organization, division of labor, organizational components (work, employees, ties, territory, and organizational structure). Organizing is a fundamental activity of management (Jannah & Firdaus, 2022). The purpose of organizing is to collect and arrange all plans, especially human resources, so that activities that encourage the achievement of predetermined goals are effectively and efficiently carried out through organizing (Nurhafni et al., 2019).

Adiwiyata is an award for schools that have implemented environmental education. The adiwiyata award is given in recognition of schools that are quite successful in implementing the adiwiyata program to improve environmental education in accordance with predetermined criteria. The effectiveness of the implementation of the adiwiyata program in the school environment aims to increase the knowledge of school members about environmental activities carried out with the adiwiyata program institutions must be resolved together with everyone involved in solving environmental problems that occur. The school community realizes that everyone is responsible for maintaining and preserving the environment (Tompodung et al., 2018).

In carrying out adiwiyata school management, a quality brand image is needed in the school. In addition to requiring a good learning process in school education, it also requires environmental curriculum planning that aims at management. Based on the results of research at the state madrasa 1 Lhoksemawe, it illustrate that adiwiyata school management in improving the madrasa brand image is generally said to be successful in implementing the adiwiyata program because it can change the awareness of the school community to care about the environment, and bring the appearance of an orderly, clean, shady and healthy environment so that students enjoy learning in the school environment (Nurhafni et al., 2019).

This research study found an ideal pattern in the implementation of adiwiyata school management in improving the madrasah brand image. There are several priority stages. First, adiwiyata school management prioritizes the cooperation of all school members in implementing an environmentally sound curriculum and optimally strengthening the surrounding natural resources.

Adiwiyata school management, in improving the madrasah brand image, can run smoothly if it can change the awareness of all school members to care about the environment and the presence of quality services at school. The implementation of the adiwiyata program at school by implementation an environmentally sound curriculum through the implementation of the adiwiyata program at Madrasah Negeri 1 Lhoksemawe has the potential to improve the quality brand image of the madrasah, which is a competitive advantage over other madrasahs.

Landriany's research found that environmental education in schools must be implemented through regulations and integrated into each subject and socialized into environmental activities that involve students to get full support and create a truly environmentally sound school. Meanwhile, Nurbiyati mentioned that the use of the adiwiyata curriculum in learning materials is adapted through the implementation of environmental conservation in school and outside school, through the implementation of extracurricular activities related to environmental protection and management. School environment, utilization of facilities and infrastructure in the implementation of the adiwiyata curriculum (Sidik et al., 2021).
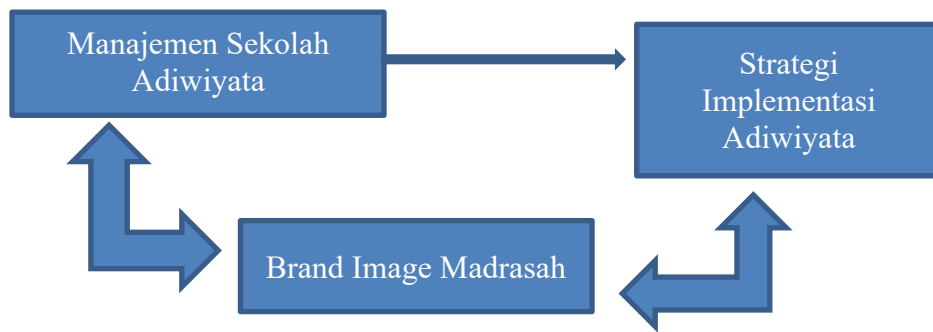
Figure 1: Novelty of Adiwiyata Management in Improving Madrasah Brand Image

As a formal educational institution, schools play an important role in managing the school environment because developing the potential, interests, and character of students can form meaningful human resources for the development of quality education schools. Adiwiyata schools balance the development of science with the formation of student character in forming a brand image, developed by the Ministry of Environment to create knowledge and educate school children.

Adiwiyata schools implement an environmentally based curriculum and school activities to protect the environment and manage school-supporting infrastructure facilities based on environmental friendliness. The curriculum includes environmental education. In addition, it is said that environmental education is a very important factor in the success of environmental management and a very important tool in training employees to apply the principles of sustainable development. In shaping the behaviour of people who care about the environment requires knowledge factors and institutional values, as well as educational strategies, and the adiwiyata program is one of the government programs implemented through educational strategies. (Adawiah, 2020).

The implementation of adiwiyata in schools is school leadership, which includes the entire process of planning, implementation, and evaluation in terms of responsibility and the role of realizing a school institution that cares and has a school environment culture. In addition to the development of basic norms including togetherness, openness, equality, honesty, justice, and preservation of environmental functions of natural resources and the application of basic principles, namely: participatory, where the school community is engaged in school management, which includes all responsible planning, implementation and evaluation, where all activities must be planned, implemented continuously and thoroughly. (Julaiha & Maula, 2019).

The adiwiyata school in improving the madrasah brand image must lead to a healthy school environment by greening and cleaning the environment. Teachers must educate students to be responsible for managing the school environment. (Faiz et al., 2021; Zamzam & Arifiah, 2018).

Research implications for understanding how Adiwiyata School management in improving madrasah brand image. In the context of forming a madrasah brand image, it is very relevant and studied according to the relevance of the researchers. Based on relevant research conducted by Zamrodah whose research results that the formation of adiwiyata schools includes educational institutions and educational media in the implementation of the adiwiyata program is guided by the basic principles of adiwiyata, namely educational principles, participatory principles, and curriculum policies, curriculum-based environmental implementation and participatory environmental activities and implementation of adiwiyata programs in learning starting with planning, implementation and evaluation of learning. (Zamrodah, 2016). The implementation of Adiwiyata school management in improving the brand image of Madrasah Negeri 1 Lhoksemawe can invite all school members to implement an environmentally sound curriculum for future suggestions to improve the implementation of Adiwiyata schools further and be able to be competitive with other schools.

CONCLUSION

This study concludes that effective Adiwiyata school management is crucial for enhancing the brand image of madrasahs, necessitating the implementation of an environmentally sound curriculum that optimally manages the school environment and resources. The findings suggest that such a curriculum not only aligns with the principles of the Adiwiyata program but also significantly contributes to the institution's reputation among stakeholders. Furthermore, the research emphasizes the importance of both internal and external supervision in developing effective management practices. These insights underscore the need for madrasahs to adopt comprehensive environmental initiatives and engage in continuous improvement to bolster their brand identity, while also pointing to avenues for future research on specific curricular components and long-term impacts.

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