

ABSTRAK
IMPLEMENTASI PROGRAM SEKOLAH ADIWIYATA DALAM
PENINGKATAN STATUS SEKOLAH MENUJU ADIWIYATA MANDIRI:
STUDI KASUS DI SMA NEGERI 2 SLEMAN TAHUN 2018-2025

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Permasalahan lingkungan yang semakin kompleks menuntut adanya upaya sistematis melalui pendidikan untuk membentuk warga sekolah yang peduli dan berbudaya lingkungan. Program Adiwiyata menjadi salah satu kebijakan yang mendorong sekolah mengintegrasikan nilai-nilai lingkungan dalam pengelolaan sekolah secara berkelanjutan. SMA Negeri 2 Sleman menunjukkan perkembangan status Adiwiyata secara bertahap dari tingkat Kabupaten pada tahun 2018 hingga mencapai Adiwiyata Mandiri pada tahun 2025. Penelitian ini bertujuan menganalisis implementasi Program Adiwiyata di SMA Negeri 2 Sleman selama tahun 2018-2025, mengkaji perkembangan komponen Program Adiwiyata dalam proses peningkatan status sekolah, mengidentifikasi faktor internal dan eksternal yang memengaruhi peningkatan status menuju Adiwiyata Mandiri, serta menganalisis pembentukan budaya ekologis sekolah.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus tunggal (*single case study*) embedded. Data diperoleh melalui wawancara semi-terstruktur, observasi nonpartisipatif, dan dokumentasi, kemudian dianalisis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa implementasi Program Adiwiyata berlangsung secara bertahap, terstruktur, dan berkelanjutan melalui penguatan komunikasi, sumber daya, komitmen pelaksana, serta koordinasi organisasi. Keempat komponen Adiwiyata berkembang secara konsisten dan saling terintegrasi sehingga mendukung peningkatan status sekolah. Keberhasilan program dipengaruhi oleh faktor internal berupa kepemimpinan, komitmen, koordinasi, partisipasi warga sekolah, serta ketersediaan sarana prasarana, dan faktor eksternal berupa dukungan Dinas Lingkungan Hidup, *OISCA*, perguruan tinggi, komite sekolah, serta masyarakat. Implementasi program juga membentuk budaya ekologis melalui pembiasaan perilaku ramah lingkungan, integrasi pendidikan lingkungan dalam pembelajaran, dan regenerasi kader Adiwiyata. Dengan demikian, implementasi Program Adiwiyata mendorong peningkatan status sekolah sekaligus memperkuat budaya ekologis secara berkelanjutan.

Kata kunci: Program Adiwiyata, implementasi program, Adiwiyata Mandiri, budaya ekologis, studi kasus

ABSTRACT

**IMPLEMENTATION OF THE ADIWIYATA SCHOOL PROGRAM IN
ADVANCING SCHOOL STATUS TOWARD ADIWIYATA MANDIRI: A CASE
STUDY AT SMA NEGERI 2 SLEMAN (2018–2025)**

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Increasingly complex environmental problems require systematic efforts through education to develop environmentally responsible school communities. The Adiwiyata Program serves as a national initiative that integrates environmental values into sustainable school management. SMA Negeri 2 Sleman demonstrates a gradual improvement in its Adiwiyata status, progressing from District Adiwiyata in 2018 to Independent Adiwiyata in 2025. This study aims to analyze the implementation of the Adiwiyata Program at SMA Negeri 2 Sleman from 2018 to 2025, examine the development of its program components during the school status improvement process, identify the internal and external factors influencing the achievement of Independent Adiwiyata status, and analyze the formation of the school's ecological culture.

This study employs a descriptive qualitative approach using an embedded single-case study design. Data are collected through semi-structured interviews, non-participant observation, and documentation, and are analyzed through data reduction, data display, conclusion drawing, and source and technique triangulation. The findings indicate that the implementation of the Adiwiyata Program proceeds gradually, systematically, and sustainably through effective communication, adequate resources, strong commitment, and organizational coordination. The four Adiwiyata components develop consistently and support the school's status improvement. The program's success is influenced by internal factors, including leadership, commitment, coordination, stakeholder participation, and environmental facilities, as well as external factors, including support from the Environmental Agency, OISCA, universities, the school committee, and the community. The program also fosters an ecological culture through environmental habituation, the integration of environmental education into learning activities, and the regeneration of Adiwiyata student cadres. Therefore, the implementation of the Adiwiyata Program supports both the improvement of the school's Adiwiyata status and the strengthening of a sustainable ecological culture.

Keywords: *Adiwiyata Program, program implementation, Independent Adiwiyata, ecological culture*