

The Role of Adiwiyata Schools in Enhancing the Well-being of the School Community: A Literature Review

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ABSTRACT

ABSTRACT The Adiwiyata School Program is an environmental education initiative aiming to establish environmentally conscious school cultures through active community participation. This study investigates the relationship between the implementation of the Adiwiyata Program and the enhancement of school community well-being using a literature review method. Sources include peer-reviewed articles, policy documents, and research findings from 2019 to 2024. The review reveals that Adiwiyata positively influences several dimensions of well-being: physical, social, emotional, and spiritual. Adiwiyata schools foster healthy school environments, cultivate pro-environmental behaviors, and strengthen social interactions through collaborative activities. The integration of environmental values into curricular and spiritual practices also contributes to character development and spiritual well-being. These findings are supported by Bronfenbrenner's ecological theory and aligned with global sustainable education models such as Eco-Schools and Green School Bali. The study concludes that Adiwiyata is more than an environmental initiative—it is a holistic educational approach that promotes the overall well-being of school communities. Strengthening policies, continuous evaluation, and the development of systematic well-being measurement tools are recommended to sustain its impact.

Keywords: Adiwiyata School, environmental education, well-being, literature review, environmentally cultured school

6 Introduction

The Adiwiyata School Program is an Indonesian government initiative aimed at fostering environmentally conscious and culturally aware schools. This program is built upon participatory and sustainable principles, encouraging the active involvement of all school members in maintaining environmental sustainability within and around the school [1]. In practice, Adiwiyata integrates environmental values into the curriculum, strengthens eco-friendly extracurricular activities, and promotes the development of green and healthy school governance [2] [3].

Previous studies have demonstrated the positive effects of the Adiwiyata Program on students' environmental awareness and behaviors. For example, at SMA Negeri 13 Bandung, students' environmentally responsible behaviors increased by 74% following program implementation [4]. Another study at MAN 1 Bandung Regency reported that the program contributed 54.3% to students' environmentally responsible behaviors [5].

A notable impact of the program is its contribution to the well-being of school communities. A clean and organized school environment supports the physical well-being of students and teachers [6]. Collaborative activities such as community service and environmental workshops enhance social connections among school members, thereby fostering emotional well-being [7] [8]. Moreover, integrating environmental values into spiritual and religious activities supports the development of students' spiritual well-being [9].

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Thus, the Adiwiyata School Program has broad implications—not only for improving the physical environment but also for developing the individual and collective capacities of school communities. This underscores the importance of systematically integrating environmental education into national education policies and practices. Further research is needed to evaluate the long-term impact of Adiwiyata on various aspects of school community well-being and to strengthen the theoretical framework linking environmental education and community well-being.

7 Research Methods

This study employs a literature review method as the primary approach to examining the relationship between the Adiwiyata School Program and school community well-being. A literature review was selected for its ability to provide a comprehensive synthesis of various research findings, policy reports, and academic documents [10]. Data sources include national and international scientific journal articles, theses, research reports, and official documents such as the Adiwiyata Program guidelines issued by the Ministry of Environment and Forestry, as well as UNESCO documentation on education for sustainable development.

8 Result and Discussion

Based on the review of relevant literature, the implementation of the Adiwiyata School Program positively influences several dimensions of school community life. First, in terms of the physical environment, the program has successfully created cleaner, greener, and healthier school surroundings [4][7]. which directly support students' and staff's physical well-being. Second, in terms of behavior, participation in Adiwiyata activities by students and teachers leads to improved environmental behaviors such as proper waste disposal, reforestation, and school waste management [6][11]. These behaviors strengthen social responsibility and a sense of environmental stewardship.

Third, from a psychosocial perspective, the program fosters collaboration among school members through activities like clean-up drives, environmental campaigns, and the establishment of environmental task forces. These engagements promote positive social interactions, strengthen communal bonds, and enhance emotional well-being [12][13]. Fourth, integrating environmental values into both formal and informal learning contributes to the development of students' spiritual dimensions, including a greater awareness of the importance of preserving God's creation [14]. These findings support the "whole school approach" in education for sustainable development, in which all school components actively participate in building an environmentally conscious culture [13]. Such involvement not only results in behavioral changes but also cultivates a positive school climate that holistically supports student well-being[12].

The success of the Adiwiyata Program greatly depends on school leadership commitment, consistent program implementation, and support from local communities and government authorities [14]. Nonetheless, challenges such as low student participation in follow-up activities and poor maintenance of environmental facilities persist [6]. Therefore, policy strengthening, continuous monitoring, and deeper integration of environmental education into school curricula are crucial to sustaining the program's positive impact on school community well-being.

For comparison, the Eco-Schools program—managed by the Foundation for Environmental Education (FEE) and implemented in over 70 countries—has successfully promoted sustainable behaviors and enhanced students' emotional well-being by involving them in environmentally driven decision-making [15]. This approach aligns with the participatory educa-

tional principles of Adiwiyata, positioning students as agents of change [13]. Similarly, Green School Bali, known for its nature-based sustainable education approach, emphasizes student-centered contextual learning. A study by the Earth & I Foundation (2023) reported that Green School students demonstrated high environmental empathy and significantly higher school happiness levels due to their direct engagement with nature in learning activities [16]

Table 3: Summary of Adiwiyata Program Impacts on School Community Well-Being

No	Researcher	Key Findings	Affected Dimensions of Well-Being
1	Al'Azhar (2019)	Cleaner and healthier school environment	Physical well-being
2	Irviana (2022)	Increased student environmental awareness	Social and behavioral well-being
3	Setiawati & Susanto (2024)	Participatory activities enhance sense of togetherness	Social and emotional well-being
4	Wardani (2023)	Formation of student environmental task forces	Social well-being
5	OECD (2021)	Supportive environments improve student engagement and well-being	Emotional well-being
6	UNESCO (2020)	Integration of environmental education into curriculum	Spiritual and academic well-being
7	KLHK (2023)	Increased collective environmental awareness among school members	Physical, social, and spiritual well-being

9 Conclusion

The Adiwiyata School Program significantly contributes not only to fostering environmentally friendly schools but also to enhancing the overall well-being of school communities across physical, social, emotional, and spiritual dimensions. Through participatory activities such as waste management, greening, and energy conservation, the program encourages environmentally responsible behavior among all school members. A clean and healthy school environment supports comfortable learning conditions, improves students' physical health, and fosters positive social interactions. These findings highlight the importance of environmental education as a key component of school development and call for the sustained implementation of Adiwiyata principles through supportive policies and curriculum integration to maximize its long-term impact on school well-being.

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