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## Green School Management at SMP Negeri 8 Pemalang, Pemalang District, Pemalang Regency

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### ABSTRACT

This study aims to describe the management of the green school at SMP Negeri 8 Pemalang. The research method used in this study is descriptive qualitative research. The research subjects include the principal, teachers, students, school janitors, school committee members, parents, and related partners. Data collection techniques involve interviews, observations, and documentation. Data analysis was conducted using the interactive model of Miles and Huberman. The validity using triangulation techniques and confirmability tests. The results show that the management of the green school includes environmentally oriented school policies, an environment-based curriculum, participatory activities, and the management of environmentally friendly supporting facilities and infrastructure. This is evidenced by the following activities: (1) green school planning is carried out by incorporating aspects of environmental education and involving the surrounding community in providing input and suggestions; (2) organizing is conducted through the formation of a coordinating team according to work programs and respective roles and functions; (3) implementation is realized through various policies and activity programs, environmental-based learning, increased participation of school members, and adequate facilities and infrastructure supporting environmental education; (4) controlling is carried out through regular evaluation and monitoring activities in the form of written regulations, verbal warnings, appeals, guidance, and awards.

## 1. Introduction

The environment, both in its natural and social contexts, plays a crucial role in human development. When such an environment is present within educational institutions, its influence becomes even more apparent in shaping students' growth. Nature can serve as an educational medium that guides humanity toward a higher level of education (Aloni et al., 2023). Thus, the environment functions as both a

learning medium and a place for instilling character values encompassing human relationships with God Almighty, oneself, others, and the surrounding nature. In fostering awareness and environmentally conscious behavior, educational programs are needed particularly for the younger generation as the successors of the nation. Building an environmentally conscious lifestyle cannot be achieved instantly; it requires appropriate means and long-term sustainability. Education serves as a strategic channel for instilling environmental ethics and sustainability principles (Miao & Nduneseokwu, 2024).

Commitment to environmental education (EE) in Indonesia was formalized through an agreement signed on February 19, 2004, by four ministries: the Ministry of Environment, the Ministry of National Education, the Ministry of Religious Affairs, and the Ministry of Home Affairs. This policy became the foundation for implementing environmental education and for raising public awareness about the importance of environmental conservation. To accelerate its implementation at the elementary and secondary levels, the Adiwiyata Program was launched on February 21, 2006. One of the ways to realize this program is through the Green School movement, whose main goal is to create environmentally cultured schools that care for and support sustainable development for current and future generations (Baharuddin S et al., 2025).

The Green School program is designed to create a clean, green, and well-maintained school environment. Its implementation goes beyond mere greening efforts it also includes energy conservation, waste reduction, reuse of materials, organic waste composting, and recycling of non-organic waste (Warmadewanthi et al., 2025). According to (Baharuddin S et al., 2025), a Green School is an educational concept that instills an environmentally conscious lifestyle among all school members. Compared to Adiwiyata, the main difference lies in their focus: Adiwiyata emphasizes the integration of environmental education into the curriculum and the realization of a green, cool, and comfortable school environment, whereas the Green School focuses more on greening efforts and the implementation of the 3Rs (Reduce, Reuse, Recycle) within limited spaces (Aeni et al., 2020). In other words, the Green School is an applied form of Adiwiyata that optimizes the natural resources available in the school environment.

One example of a school consistently implementing the Green School program is SMPN 8 Pemalang. Since 2021, the school has made efforts to create a healthy, green, and clean environment through various activities, such as utilizing narrow spaces for planting, implementing 3R-based waste management, and fostering environmental awareness in daily routines. SMPN 8 Pemalang has won First Place in the Adiwiyata Award at the Pemalang Regency level due to its strong commitment. It has also been designated as a model school in the Healthy School Program by the Decree of the Regent of Pemalang (No. 660.1/622/2021) and has received a certificate from the BBPMP Central Java (No. 1670/C7.3/KP.11.02/2024). The school is currently preparing to compete all programs by involving all stakeholders, principals, teachers, staff, students, and parents (Hardiman & Kusumaningsih, 2025; Muzdalifa et al., 2025).

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The Green School program at SMPN 8 Pemalang aligns with the school's mission to develop students who are religious, healthy, and environmentally conscious. The mission is implemented through the promotion of the Adiwiyata program, which has been running for the past four years. However, the school faces external challenges due to its location near an industrial area, including the Long Well factory, which causes air pollution, noise, and disrupts students' learning comfort. Referring to the Regulation of the Minister of Environment No. 23 of 2022, the school implements a Green School program based on Adiwiyata principles as a preventive and control measure against such environmental impacts.

Green School management at SD Negeri 05 Beji, the success of the program is largely influenced by well-managed planning, organizing, implementation, and supervision. Educational management becomes a crucial aspect because it provides a systematic framework that directs all school resources to achieve program goals effectively and efficiently. Without proper management, the implementation of school activities may become unstructured, difficult to evaluate, and lack sustainability. In line with the findings above, the principal of SMPN 8 Pemalang asserts that implementing the Green School program must involve proper planning, organizing, implementation, and supervision as part of effective management. The school's planning activities include setting program goals aligned with its vision, mission, and objectives. Organizing activities are carried out through the issuance of decrees (SK) assigning responsibilities to staff involved in the program.

The implementation of the Green School program is carefully arranged through scheduled activities that include habits such as waste sorting, planting ornamental and medicinal plants (TOGA), promoting handwashing culture, providing clean sanitation facilities (toilets), healthy canteens, and separated trash bins in every classroom. Additionally, the school strives to create a clean, tidy, and green learning environment to foster students' comfort and motivation to learn. In this program, the principal acts as the main driver who provides direction, conducts supervision, and builds collaboration among teachers, students, and other school members to ensure the program runs optimally and sustainably (Diana et al., 2022; Dianti et al., 2025; Erviana & Hermawati, 2026). SMPN 8 Pemalang also carries out monitoring and evaluation activities through monthly evaluation meetings involving all school teams as part of its management cycle.

The management activities implemented at SMPN 8 Pemalang in the Green School program present an interesting focus for deeper research. Moreover, SMPN 8 Pemalang is the only junior high school in Pemalang Regency appointed by BBPMP Central Java to implement the Healthy School program, which directly supports the success of the Green School initiative. Therefore, the researcher aims to study in greater depth how the Green School management is applied at SMPN 8 Pemalang. The management activities of the Green School program are closely related to the management functions carried out at SMPN 8 Pemalang. Therefore, this study focuses on the four primary management functions planning, organizing, implementation, and supervision/control in the application of the Green School program at SMPN 8 Pemalang, with the expectation that the findings will benefit various stakeholders.

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### **Research Problem**

To facilitate the analysis of research findings, this study is focused on “*Green School Management at SMPN 8 Pemalang, Pemalang Subdistrict, Pemalang Regency*”, with the following research questions:

1. How is the planning of the Green School program carried out at SMPN 8 Pemalang?
2. How is the organizing of the Green School program carried out at SMPN 8 Pemalang?
3. How is the implementation of the Green School program carried out at SMPN 8 Pemalang?
4. How is the supervision of the Green School program carried out at SMPN 8 Pemalang?

## **2. Methodology**

This study employs a qualitative descriptive research approach with a phenomenological design, conducted directly at SMPN 8 Pemalang, located in Pemalang Subdistrict, Pemalang Regency. According to (Alford & Teater, 2025), descriptive research is aimed at systematically presenting phenomena, facts, or events related to a particular population. Through this approach, the researcher seeks to describe and analyze the management of the Green School program based on the experiences and perspectives of the participants involved. The subjects of this research consist of the school principal, teachers, students, school custodians, school committee members, parents, and related partners.

Meanwhile, the object of the study is the management of the Green School program at SMPN 8 Pemalang, which includes the four main management functions: planning, organizing, implementation, and controlling. The study was conducted at SMPN 8 Pemalang, located on Jl. Raya Desa Kramat, Pemalang Subdistrict, Pemalang Regency. The school was chosen as the research site because it has consistently implemented the Green School program since 2021. SMPN 8 Pemalang has demonstrated a strong commitment to environmental sustainability, as evidenced by winning First Place in the Adiwiyata Award at the regency level. Moreover, it has been designated as a model school for the Healthy School Program under the Decree of the Regent of Pemalang (No. 660.1/622/2021) and has obtained certification from the Central Java BBPMP (No. 1670/C7.3/KP.11.02/2024). The research was carried out from October to November 2025 in a planned and scheduled manner.

The data collection techniques used in this study were interviews, observations, and documentation. Data obtained from these three techniques were analyzed based on their similarities and differences to ensure their validity and reliability. The data analysis process followed the interactive model of Miles and Huberman, which includes four main stages: data collection, data condensation, data display, and conclusion drawing or verification. To ensure the trustworthiness of the data, this study applied technique triangulation for credibility and a confirmability test for the

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verification of research findings. According to (Cole, 2024), data credibility is achieved when there is consistency between what the researcher reports and what actually occurs in the field. In this study, credibility was tested through technique triangulation, meaning that data were verified from the same source using different methods namely, interviews, observations, and documentation involving the same informants. Furthermore, confirmability was carried out to ensure that the research findings are based on factual data and objective interpretation, by reviewing the research procedures and confirming that the conclusions drawn accurately reflect the data obtained.

### **3. Results and Discussion**

The results of the research obtained through interviews, observations, and documentation at SMP Negeri 8 Pematang are presented as follows. In this section, the research findings are derived from a qualitative analysis process using data source and method triangulation. Information regarding the planning, organizing, implementation, and monitoring stages of the Green School program was obtained from interviews with the school principal and teachers, supplemented by observations of ongoing activities. Additionally, analysis was conducted using program documentation as a record of the program's progress. This triangulation method ensures the validity of the data and the consistency of findings based on the diversity of data sources.

#### ***Green School Planning at SMP Negeri 8 Pematang***

The planning of the Green School movement program includes several key indicators, namely: setting program objectives, preparing program activities, determining strategies, budgeting, analyzing opportunities and challenges, as well as providing supporting facilities and infrastructure. Based on the interview results, the process of planning environmentally oriented school policies is carried out through school meetings.

##### **a. Setting Program Objectives**

The formulation and determination of the Green School program objectives are carried out through school meetings. This is in line with the statement made by the school principal, who explained that:

*“The objectives were formulated through joint meetings involving the principal, teachers, and the school’s Adiwiyata team. We adjusted them based on the actual conditions in the field, the potential of the surrounding environment, and the ability of the school community to participate actively. The meeting was conducted as a follow-up to the evaluation of the previous year’s program, and for the 2025/2026 academic year, my team and I held the meeting on July 21, 2025, at the beginning of the first semester.” (W.KS, October 30, 2025)*

The meeting was held at the beginning of the first semester of the 2025/2026 academic year, in July 2025, and involved several parties, including the principal, all teachers, the school committee, and representatives of parents. This is consistent

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with the general statements made by several related parties such as teachers, school committee members, and parents, who stated:

*“The formulation was carried out through a joint meeting involving the principal, teachers, and the Adiwiyata team, taking into account the school’s condition and existing potential. Since the beginning of our participation as an Adiwiyata school, we have been conducting such meetings since around 2021. For this year, we reviewed the program based on evaluation results and held the meeting for the 2025/2026 academic year at the beginning of the first semester, specifically on July 21, 2025.” (W.GR.1, October 30, 2025)*

The statement is supported by documentation findings (Doc.1), which include the minutes of the meeting and the official invitation letter. The meeting minutes record the objective of the Green School program, namely: *to create a school community that is responsible for environmental protection and management through good school governance.*

A similar statement was also expressed by most teachers, who stated:

*“To build an environmentally caring culture and create a comfortable, clean, and healthy learning atmosphere.” (W.GR.2, October 30, 2025)*

Based on the results of interviews with the principal and several teachers, as well as supporting documentation in the form of meeting minutes, it can be concluded that the school meets the indicator of setting program objectives through a formulation and determination meeting held at the beginning of the first semester of the 2025/2026 academic year, in July 2025. The meeting was attended by the principal, teachers, the school committee, and parent representatives. The objective of the Green School program established in the meeting was to develop a responsible school community in efforts to protect and manage the environment through effective school governance.

#### **b. Program Activity Planning**

The findings on the indicator of program activity planning were obtained through the second school meeting, which was held after the formulation and determination meeting. This is in accordance with the statement from the principal:

*“We held the second meeting, starting with an evaluation of the school’s environmental conditions. After that, we planned simple but sustainable activities such as tree planting, waste management, classroom cleanliness competitions, and Friday clean-up activities.” (Interview with Principal, October 30, 2025)*

The program planning meeting was attended by the principal, teachers, and the school committee. This is supported by a teacher’s statement:

*“Those who attended the second meeting were teachers, the principal, students, and the school committee.” (Interview with Teacher 2, October 30, 2025)*

The planning of the Green School program included activities that support this program. This is confirmed by the school committee’s statement:

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*“The planning of the Green School program was carried out by the school through a program planning meeting, which consisted of activities supporting this program.” (Interview with School Committee, October 31, 2025)*

This finding is further supported by documentation evidence (Doc.2) in the form of meeting minutes from the program planning session and the Green School program document (Doc.3), which were prepared during the meeting and contained activities supporting the program. Based on the school’s work program document, there are four main aspects included in the Green School initiative, namely: environmental care and culture, environment-based curriculum, participatory-based activities, and the development and management of supporting school facilities. Based on the results of interviews with informants and supporting documents such as the program planning meeting minutes (Doc.2) and the work program (Doc.3), it can be concluded that the school has met the indicator of program planning through meetings attended by the principal, teachers, and the school committee. The results of these meetings produced a Green School work program document for SMP Negeri 8 Pematang (Doc.3), which contains four key aspects: environmental care and culture, environment-based curriculum, participatory-based activities, and development and management of supporting school facilities.

### **c. Strategy Determination**

The results of interviews with informants revealed that the determination of strategies was carried out during the program planning meeting. This is in line with the statement from the principal, who explained that the strategies used for implementing the program were decided through a school meeting during the program planning process. The principal stated :

*“The strategies used for implementing this program were determined through a school meeting during the planning stage. I discussed with the ....” (Interview with Principal, October 30, 2025).*

This finding is supported by the teacher’s statement regarding the determination of strategies carried out by the school. The teacher explained.

*“The strategies were formulated during the program planning meeting, where we discussed using strategies that create activities supporting the Green School program and promote a healthy, clean, and comfortable learning environment...” (Interview with Teacher 2, October 30, 2025).*

This aligns with the meeting minutes (Doc.2), which contain a summary of the discussion, including proposals for program implementation strategies. The strategies that were consistent with the program’s objectives were then developed into a work plan documented in the Green School program work document of SMP Negeri 8 Pematang (Doc.3).

### **d. Analysis of Strengths and Challenges**

The results of interviews with informants revealed that the analysis of strengths and challenges was carried out during the program planning meeting. This is consistent with the teacher’s statement.

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*“Yes, we conducted an analysis of challenges and strengths during the program planning meeting in August 2025.” (Interview with Teacher 1, October 30, 2025)*

This finding is also supported by the principal’s statement, who explained that the analysis of strengths and challenges was conducted during the program planning meeting using a SWOT analysis approach. The principal stated:

*“Yes, we conducted an analysis of strengths and challenges in developing the Green School program using SWOT analysis during the second meeting for program planning in August 2025...” (Interview with Principal, October 30, 2025)*

This statement is supported by the documentation evidence found in the minutes of the program planning meeting (Doc.1), which include the identified strengths and challenges. The challenges identified were the limited school land area, human resource constraints, and limited funding sources. Meanwhile, the identified strengths included adequate facilities and infrastructure such as the appropriate ratio of student toilets, the availability of a school health unit (UKS) room, sufficient handwashing stations, and segregated trash bins. The principal confirmed this, stating:

*“From the analysis, we found several challenges to be faced, including limited school land, insufficient funding, and a lack of human resources to carry out the program. On the other hand, the strengths we identified include adequate facilities and infrastructure such as the appropriate number of student toilets, sufficient handwashing stations, a school health unit room, adequate trash bins, and equipment for waste processing.” (Interview with Principal, October 30, 2025)*

Both statements are further supported by the formulation process of strengths and challenges recorded in the program planning meeting minutes (Doc.2). The document also includes several proposed solutions to overcome the challenges identified during the analysis.

#### **e. Program Budgeting**

The results of interviews with informants revealed that the program’s budget was funded through the *BOSP* (School Operational Assistance Fund). This finding is consistent with the statement from the principal, who explained.

*“The source of funding we use to implement the Green School program is entirely obtained from the regular BOSP fund...” (Interview with Principal, October 30, 2025)*

This statement is supported by the teachers’ responses, which generally indicated that the funding source for the program came from the regular *BOSP* fund. One teacher stated:

*“The source of funds for this program comes from the regular BOS fund...” (Interview with Teacher 1, October 30, 2025)*

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Both statements are reinforced by documentary evidence in the form of the budget plan contained in the Green School work program document (Doc.3) and the RKAS (School Activity and Budget Plan).

#### **f. Facilities and Infrastructure Supporting the Program**

The results of interviews with informants regarding the facilities and infrastructure that support the program activities show that these have already been made available. This is in line with the principal's statement:

*"The facilities and infrastructure supporting this program, such as clean toilets that meet the required ratio, waste management equipment, a greenhouse, trash bins, handwashing stations, drinking water dispensers for students, and other supporting tools, are already available..." (Interview with Principal, October 30, 2025)*

This is also supported by teachers' statements, who confirmed that the supporting facilities and infrastructure are in place. One teacher stated:

*"The facilities and infrastructure to support these activities are already available, such as clean toilets and handwashing stations..." (Interview with Teacher 1, October 30, 2025)*

Both statements are further supported by the researcher's observation results of the program's supporting facilities and infrastructure (Obs.1) and the documentation study of the Green School work program document (Doc.3), which lists the available facilities and infrastructure supporting the Green School movement. These include clean toilets that meet the required ratio, handwashing stations, clean and comfortable classrooms, segregated trash bins for organic, non-organic, and hazardous waste (B3), drinking water dispensers, and waste processing facilities for compost production. These findings will be corroborated by other data through data triangulation based on interviews, observations, and documentation.

#### **Organization of the Green School Program at SMPN 8 Pematang**

Based on the results of interviews and the official decree (SK) of the Green School Team, the organization of the environmentally friendly school policy is carried out through the establishment of a team consisting of a person in charge, a chairperson, a secretary, and a treasurer.

The following is an excerpt from an interview with one of the teachers who also serves as the treasurer of the Green School Team:

*"...Since the beginning of the year, I was appointed as the treasurer along with several colleagues who also became the core management of the Green School. .... The person in charge is the principal directly, especially for the Adiwiyata program. Since there are many programs, the person in charge appoints specific teams for each one, including this Green School program."*

The principal serves as the person in charge of the Adiwiyata program, assisted by the core team and work coordinators. In the organizational stage, the principal, as the person in charge, has the duties of forming the team, ensuring the achievement

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of all activities, monitoring, and evaluating the implementation of programs. The chairperson is responsible for coordinating all members before activities take place and preparing activity reports. Meanwhile, the secretary assists in drafting the activity concepts, managing administrative affairs, controlling and distributing correspondence, and helping the chairperson schedule activities. The treasurer is in charge of preparing budgets and managing finances.

This is supported by the results of an interview with the program coordinator, namely the principal, as follows:

*“...So, this school was appointed to implement several projects, including the Child-Friendly School, the Healthy School, and the Adiwiyata School, one of whose activities is the Green School program. Since I am the person in charge, I usually appoint core teams for each activity and technical teams to support them.....”*

In addition to the core team, SMPN 8 Pematang also has coordinator or technical teams for each component of the Green School program. These teams are formed to organize and implement work programs effectively.

### ***Implementation of the Green School Program at SMPN 8 Pematang***

The first stage of implementation is carried out through the internalization of the program among students. This is done through habitual practices, teacher role modeling, announcements during flag ceremonies, and the installation of boards, banners, and posters with environmental themes placed around the school.

This is supported by the results of an interview with the principal:

*“...So far, the implementation of the Green School program by the school community has been going well. The school members have become aware and carry out the environmentally friendly school policies out of their own consciousness.....”*

The implementation of the Green School program at SMPN 8 Pematang can be seen through various activities, one of which is waste management. To ensure that waste management runs effectively and achieves its intended goals, every activity must follow proper and appropriate procedures. The stages of waste management at SMPN 8 Pematang begin with waste prevention and reduction at the source, which involves sorting and separating organic and inorganic waste by providing separate bins in all areas of the school. Furthermore, the school promotes the reuse of waste materials, including both organic and inorganic waste. Organic waste is processed through composting, turning biodegradable materials into eco-friendly compost fertilizer that helps maintain the school's green environment. Meanwhile, inorganic waste is reused either directly such as creating handicrafts from used plastic or paper—or indirectly by selling recyclable materials like paper, plastic, cans, old newspapers, bottles, and plastic drinking cups. Through these activities, SMPN 8 Pematang fosters environmental awareness and responsibility among all members of the school community.

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Figure 1. Waste Management at SMPN 8 Pematang

### ***School Yard Management***

Although the school yard of SMPN 8 Pematang is not very spacious, it is utilized very effectively. In addition to serving as a garden, the yard is also used for maintaining medicinal plants (TOGA), a greenhouse, and a living pharmacy area. Plants are grown in the school garden, in provided pots, and in a vertical garden. Each plant is labeled with its name and type to help students easily identify different species. Seedling activities are also regularly carried out by students under the guidance of teachers. Moreover, biopore holes have been created as a means to prevent flooding and to enhance water absorption in the soil.



Figure 2. Family Medicinal Plants (TOGA) at SMPN 8 Pematang

### ***Integrated Learning with the Environment***

Teachers at SMPN 8 Pematang develop environmentally based learning in line with the implementation of the curriculum by incorporating both local and global environmental issues into the lesson plans (RPP) they design. Even during the pandemic, when face to face learning was not permitted, online learning remained environmentally oriented. This is supported by the results of an interview with one of the science teachers:

*“...For example, in science lessons for Grade VII, students were asked to observe plant growth and make observation reports. Meanwhile, other Grade VII students were assigned to practice planting and taking care of plants. These learning activities were supported by assessments focusing on skills, including product, practice, and project-based evaluations.”*

In terms of potential development, SMPN 8 Pematang facilitates students to participate in various extracurricular activities such as Scouting, the Youth Red Cross (PMR), and sports. These extracurricular activities are also integrated with environmental awareness. For instance, in Scouting activities, students are involved in environmental service programs and nature exploration. The “Clean Friday” program is also held regularly to maintain school cleanliness. The surrounding environment additionally serves as a learning resource for SMPN 8 Pematang students. In activities such as the introduction of family medicinal plants (TOGA), students are asked to identify various medicinal plants, explain how they are processed, and describe their uses. Thus, it can be said that the learning implementation at SMPN 8 Pematang is already well integrated with the environment.

### ***Facilities and Infrastructure Management***

The facilities and infrastructure at SMPN 8 Pematang include, for example, waste sorting bins placed in several areas of the school. In addition, there is a school bulletin board (wall magazine) that provides a medium for students to express their creativity. On this bulletin board, students often display poems, rhymes, drawings, and posters with environmental themes. Another facility is the healthy canteen, which is managed by students. In this canteen, upper-grade students act as sellers under the supervision of a coordinator. The main aspect of managing the healthy canteen is minimizing plastic use. Food and beverages are served in food containers instead of plastic packaging, and students are encouraged to bring their own food boxes and drink bottles.

### ***Partnerships***

SMPN 8 Pematang has carried out various partnership activities, particularly those related to environmental awareness and sustainability. According to the principal, the implementation of these partnerships by the school community has been aligned with environmental education principles. Examples include a handwashing with soap campaign in collaboration with Paduraksa Public Health Center (Puskesmas Paduraksa), nature exploration activities, environment-themed drawing competitions, eco-enzyme production, and entrepreneurship projects such as creating bags and handicrafts from waste materials. These partnerships not only strengthen environmental programs at school but also foster collaboration between the school and the wider community in promoting environmentally responsible behavior.

### ***Control of the Green School Program at SMPN 8 Pematang***

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SMPN 8 Pematang carries out control and supervision activities over the components of the Green School program to ensure the quality and effectiveness of its implementation. Based on the results of observations, interviews, and documentation, the forms of control conducted by SMPN 8 Pematang are reflected in the following policies:

1. Holding evaluation meetings among team members to review all program achievements, particularly at the planning and implementation stages, to determine whether they have been carried out according to procedures. The principal directly monitors the implementation of several programs and consistently provides reminders and corrections whenever irregularities or deficiencies are identified.
2. Evaluating the overall implementation of the Green School program and providing feedback to each workgroup coordinator so that the following year's activities can be improved, especially in fostering students' environmental awareness and responsibility.
3. Involving external supervision in the monitoring of the Green School program's progress, particularly through collaboration with the local public health center (Puskesmas).
4. Observing the activities, attitudes, and behaviors of the school community, followed by verbal warnings and special guidance for any members who violate school environmental policies.

Through these measures, SMPN 8 Pematang ensures that the Green School program runs effectively, remains sustainable, and continues to cultivate environmentally conscious behavior among students and staff.

## ***Discussion***

### ***Planning of the Green School Program at SMPN 8 Pematang***

Based on the research findings, it can be concluded that the planning of the Green School program at SMPN 8 Pematang already incorporates aspects of environmental education. This is reflected in several key activities, namely:

1. The formulation of the Green School program is carried out through school meetings involving various stakeholders teachers, staff, and the school committee to gather input, ideas, critiques, and suggestions from multiple perspectives;
2. The school's vision and mission to nurture individuals who are faithful, cultured, achieve optimal performance, and are environmentally aware are integrated into the curriculum implemented at SMPN 8 Pematang; and
3. The School Activity and Budget Plan (RKAS) allocates more than 10% of the total budget to environmental management, covering student activities, curriculum and learning processes, teaching personnel, and school facilities and infrastructure.

Planning activity at SMPN 8 Pematang contains both the intended goals and a clear description of the steps to achieve them. This aligns with the environmental policy standards set by the Ministry of Environment which state that school curricula should include efforts for environmental protection and management, as indicated by the formulation of a vision, mission, and objectives that support environmental

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preservation, pollution control, and prevention of environmental damage. Moreover, the school's budget allocation for environmental protection and management exceeds the 20% standard required by the Ministry of Environment (2022). In terms of policy formulation, the participatory approach that involves teachers and the school committee reflects the social demand approach, as explained by (Fitrianto & Farisi, 2025; Purwanto et al., 2023) which emphasizes that educational policies should respond to the needs and demands of the surrounding community and environment.

### ***Organization of the Green School Program at SMPN 8 Pemalang***

Based on the research findings, the organization of the Green School program at SMPN 8 Pemalang can be described as follows:

1. The principal serves as the person in charge of the Green School program, assisted by a program team consisting of a Green School coordinator, a team secretary, and several teachers who act as coordinators for each specific area of work;
2. These coordinators are appointed through a meeting between the principal and the teaching staff; and
3. In preparing the organizational structure, the principal assigns duties and responsibilities to each individual to ensure that everyone can work optimally and remain focused on their designated roles.

The establishment of this team and the clear division of tasks demonstrate that the organizational activities at SMPN 8 Pemalang already fulfill the essential elements of environmental-based organization. This finding is consistent with the research of (Mutia et al., 2025; Santosa & Supadi, 2024), which suggest that organizing an *Adiwiyata* (Green School) requires active participation from teachers and students through the integration of environmental values into the curriculum.

It is important to note that in effective organizational management, every activity must have clear delineations who is responsible, when it should be carried out, and what objectives are to be achieved. Therefore, it can be concluded that the organization process at SMPN 8 Pemalang represents an effort to integrate human resources and other supporting resources toward achieving the school's environmental goals effectively and sustainably.

### ***Implementation of the Green School Program at SMPN 8 Pemalang***

The implementation of the Green School program at SMPN 8 Pemalang, based on research findings, includes the following aspects:

1. Waste management, which covers the separation of organic and nonorganic waste, the creation of *ecobricks*, and compost fertilizer processing (*composting*);
  2. Utilization of the school yard, which has been transformed into a school garden, vertical garden, greenhouse, and TOGA (family medicinal plants);
  3. Learning management, which involves using the surrounding environment as a learning resource, applying online learning methods during the pandemic, and emphasizing skill-based assessments such as practice, projects, and product-based evaluations;
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4. Facilities and infrastructure management, which includes the use of composters for waste shredding, a healthy canteen to reduce plastic waste, as well as other facilities such as handwashing stations, the school health unit (UKS), and a prayer room (*mushola*);
5. Partnership activities, which involve collaboration with relevant institutions such as the local health center (*puskesmas*).

The implementation of the Green School program can be said to be well internalized, as evidenced by the active participation of the school community both physically and non-physically. All members of the school teachers, staff, and students participate consciously and actively in various activities related to environmental care and management at SMPN 8 Pematang. They remind and encourage one another to ensure that the development of environmentally conscious and cultured character continues sustainably.

Based on these findings, the implementation of the Green School program at SMPN 8 Pematang has been carried out in accordance with the principles of the Green School Program as stated by (Calderón, 2023), which emphasize participation, where all members of the school community are involved as subjects with their respective roles and responsibilities. This also aligns with the sustainability principle, in which activities are carried out gradually, continuously improved, and refined in the following years.

### ***Control of the Green School Program at SMPN 8 Pematang***

SMPN 8 Pematang has conducted monitoring and evaluation of the implementation of environmental protection and management activities. Evaluation is carried out after certain activities are completed or within specific time periods, such as through a school self-evaluation process by analyzing the objectives of the Green School program at the end of the year. This evaluation is not only intended to determine the quality level of environmental protection and management activities but also to identify ways to overcome encountered obstacles in order to achieve better outcomes. These efforts are in line with Hamidah et al. (2024) and Mutia et al. (2025) who evaluated Green School and Adiwiyata programs by comparing objectives and results, identifying gaps between government program standards and actual conditions, and determining quality based on specific considerations and criteria as a basis for making new decisions.

Control process is conducted during both the planning and implementation stages of the program to ensure conformity with established procedures. The principal directly supervises the implementation of several programs and continuously reminds and corrects any aspects that are not properly executed. To monitor the program's progress, SMPN 8 Pematang also collaborates with the local health center (*puskesmas*). This is in accordance with the Adiwiyata guidelines issued by the Ministry of Environment, which state that the role and responsibility of the Green School team include monitoring and evaluating the planned and implemented activities. Through these reporting activities, various challenges encountered during program implementation can be identified and used as a

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reference for developing follow-up plans.

The overall research findings indicate the success of the Green School program at SMPN 8 Pernalang due to the integration of school management, which encompasses planning, organizing, implementing, and controlling (Husaini et al., 2026; Sudrajat et al., 2024). The participation and active role of the school community also help strengthen the internalization of environmental values within the school environment. Thus, the success of the Green School program is influenced by environmental conditions and effective educational management practices. This study has clearly contributed to the field of educational management by demonstrating that environment-based school programs require collaborative participation and systematic, sustainable integrated management.

#### 4. Conclusion

Based on the research we can conclude that the planning of the Green School program was developed collaboratively through meetings involving the principal, teachers, and the school committee. The organization of the Green School program was carried out by forming coordinating teams for each component to ensure smooth program implementation. The implementation of the Green School program at SMPN 8 Pernalang can be seen in activities such as waste management, plant care and maintenance, greenhouse management, family medicinal plants (*TOGA*), biopores, *Jumat Bersih* or *Jumat Sehat Lingkungan* (Clean Friday or Healthy Environment Friday), and the healthy canteen program. The control of the Green School program at SMPN 8 Pernalang is carried out through various activities such as evaluation, program improvement, policy formulation, announcements and reminders, coaching, and even the provision of rewards.

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