STRATEGIC MANAGEMENT IN SUSTAINABLE EDUCATION THROUGH INTEGRATION OF ENVIRONMENTAL EDUCATION IN THE NATIONAL CURRICULUM

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Abstract

Environmental education in the national curriculum plays an important role in shaping the awareness of the younger generation towards global environmental issues. This study aims to describe a comprehensive strategic management to integrate environmental education into the national curriculum, considering the local and global contexts of sustainable education towards implementation, obstacles, challenges and supporting and inhibiting factors. The research method with a qualitative descriptive approach, this study focuses on Madrasah Ibtidaiyah Masyarikul Anwar IV Sukabumi, which has successfully implemented environmental education through the Adiwiyata program. Data were collected through observation, documentation, and content analysis of school activities. Data were analyzed using content analysis where researchers analyzed the contents of the documents that had been collected. The stages in data analysis include data reduction; data presentation; and drawing conclusions. The results of the study indicate that the success of the implementation of environmental education is greatly

influenced by school commitment, community involvement, and support from teachers. However, there are obstacles in the form of limited resources, lack of teacher training, and dynamic curriculum changes. In conclusion, the strategic management framework can support the integration of sustainable environmental education, with important notes on the existence of policy support, adequate resources, and collaboration between stakeholders so that environmental education can develop optimally and consistently in the national education system.

Keywords *Strategic Management; Environmental Education; Continuing Education.*

Abstrak

Pendidikan lingkungan hidup dalam kurikulum nasional memegang peranan penting dalam membentuk kesadaran generasi muda terhadap isu lingkungan hidup global. Penelitian ini bertujuan untuk mendeskripsikan manajemen strategis yang komprehensif untuk mengintegrasikan pendidikan lingkungan hidup ke dalam kurikulum nasional, dengan mempertimbangkan konteks lokal dan global pendidikan berkelanjutan terhadap implementasinya, hambatan, tantangan, serta faktor pendukung dan penghambat. Metode penelitian dengan pendekatan deskriptif kualitatif, penelitian ini berfokus pada Madrasah Ibtidaiyah Masyarikul Anwar IV Sukabumi yang telah berhasil mengimplementasikan pendidikan lingkungan hidup melalui program Adiwiyata. Pengumpulan data dilakukan melalui observasi, dokumentasi, dan analisis isi kegiatan sekolah. Analisis data menggunakan analisis isi dimana peneliti menganalisis isi dokumen yang telah dikumpulkan. Tahapan dalam analisis data meliputi reduksi data; penyajian data; dan penarikan simpulan. Hasil penelitian menunjukkan bahwa keberhasilan implementasi pendidikan lingkungan hidup sangat dipengaruhi oleh komitmen sekolah, keterlibatan masyarakat, dan dukungan guru. Namun demikian, terdapat kendala berupa keterbatasan sumber daya, kurangnya pelatihan guru, dan perubahan kurikulum yang dinamis. Kesimpulannya, kerangka manajemen strategis dapat mendukung integrasi pendidikan lingkungan hidup yang berkelanjutan, dengan catatan penting adanya dukungan kebijakan, sumber daya yang memadai, dan kolaborasi antar pemangku kepentingan sehingga pendidikan lingkungan hidup dapat berkembang secara optimal dan konsisten dalam sistem pendidikan nasional.

Kata Kunci*: Manajemen Strategis; Pendidikan Lingkungan Hidup; Pendidikan Berkelanjutan.*

A. INTRODUCTION.

Article 31 of the 1945 Constitution of the Republic of Indonesia regulates the right to education for all Indonesian citizens, which states that education is a process that includes the transmission of knowledge, skills, values and culture from one generation to another (Indonesia, 2003). Education can take place in various different environments, including schools, universities, families, workplaces, and community environments. Indonesian citizens will have competencies (knowledge, skills, and attitudes) that are able to compete in the global era if education is distributed fairly and with quality (J. Kurniawan et al., 2023).

Education is a key element for a teacher as an educator. Education can be interpreted as a conscious effort made by someone in order to foster the physical and spiritual of students in order to form a primary personality (Syamsuddin, 2022). According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (Ulum, 2020).

National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Hermanto, 2020). Nowadays, environmental issues have become a hot topic in the midst of human life, both locally, regionally and the world in general. Humans understand the environment as a place to live where humans move in order to carry out their social activities that involve all aspects in that place according to the instincts of human needs themselves.

Education is required to be able to play a dynamic and proactive role amidst the entanglement of various major problems, it is faced with various challenges and future prospects. The thing that needs to be handled seriously is the improvement of educational institutions that must be carried out comprehensively, and this requires a long process because it concerns the quality of human resources and organizational management in the institution. The implementation of education is definitively oriented towards the maximum development of educational activities. Education is an effort that instills values and traditions in the next generation in order to answer the challenges of a multi-complex life. However, until now education has always been faced with various global situations and conditions that are increasingly competitive in various systems globally, namely at the formal, informal and non-formal levels (Rusydi & Himmawan, 2023).

The failure of education in management will have a systemic impact on various educational series in it, both the internalization process and the impact on quality, this will certainly hinder the quality of a person and their resources. The potential of educational institutions in the development of Indonesian society is very large and is always taken into account by modern society. In the implementation of education, management should really be able to function and operate in order to facilitate the achievement of educational goals, thus a good and mature concept determines the success of an educational process (R. F. Sari, 2017). Limited knowledge and management will hinder and become one of the factors behind the implementation of inadequate education.

In the context of education, strategic management is the main key in improving the quality of education. Quality education is the foundation for sustainable human and community development (Milasari & Nugraheni, 2024). Strategic management in education involves planning, implementing, and evaluating strategies to achieve the long-term goals of educational institutions (Hadijaya et al., 2023). In the era of globalization and dynamic change, educational institutions need to have the ability to adapt and compete effectively. Therefore, strategic management is a must to answer challenges and take advantage of opportunities that arise in the field of education.

Strategic management is a series of managerial actions that determine the company's long-term performance (Arifudin, 2021). Strategic management includes environmental observation, strategy formulation (strategic planning or long-term planning), strategy implementation, and evaluation and control. (Indrawan & Murtopo, 2023). Strategic management emphasizes the observation and evaluation of environmental opportunities and threats by looking at the company's strengths and weaknesses. Originally called business policy, strategic management includes long-term planning and strategy. Strategic management is a strategic approach in managing an organization or institution with the aim of achieving the vision and mission that have been set (Faujiah et al., 2023).

Human awareness of the importance of human and natural sustainability was marked by the holding of the United Nations (UN) Conference on the "Human Environment" in Stockholm, Sweden in 1972. This conference became a milestone for humans to focus attention on environmental issues (Latifah et al., 2018). Continuing education is a continuation of formal education after someone completes elementary, secondary, or higher education (Yansyah et al., 2024). The goal is to provide opportunities for individuals to continue to improve their learning, develop skills, and increase knowledge throughout their lives.

Continuing education programs are designed to provide students with more opportunities to understand and prepare for the world of work or further education. Continuing education programs may provide additional training in specific skills relevant to a particular vocational field (Susianita & Riani, 2024).Husamah, (2024) explaining the importance of continuing education in the era of the industrial revolution 4.0 where one way is to conduct socialization This is done to explain the importance of continuing studies being carried out. Although there may be some who are not yet familiar with this, continuing education can be able to compete in the era of the industrial revolution 4.0.

The Strategic Plan of the Ministry of National Education 2010-2014 includes this concept in the national education paradigm, namely education for development, development, and/or sustainable development (PuP3B) (Gunansyah et al., 2021). This paradigm states that education produces noble human beings, human beings who are a blessing for the universe, namely human beings who fulfill their needs by paying attention to the needs of the current generation and future generations (intergenerational sustainability) (Yusuf, 2021). This paradigm invites humans to think about the sustainability of planet earth and the sustainability of the entire universe (Munawaroh et al., 2022). This paradigm reflects the goals of education that refer to sustainable development. Furthermore, the Joint Decree between the Ministry of Environment and the Ministry of National Education Number 03/MENLH/02/2010 and Number 01/II/KB/2010 concerning Environmental Education states that the development of the implementation of education for sustainable development including environmental education is carried out on all paths, levels, and types of education as a container or means of creating changes in the mindset, attitudes, and behavior of humans who are environmentally cultured. (Safitri et al., 2022).

In general, the environment is a space with all objects, power, conditions and living things including humans and their behavior that affect the continuity of life and the welfare of humans and other living things. Environmental sustainability must be maintained so that the environmental carrying capacity is adequate for sustainable life sustainability (Widiawati et al., 2022). Overcoming environmental problems is the elimination of human behavior as the cause. Increasing and fostering attitudes about the environment is the path that must be taken so that the survival of future generations is not threatened by the behavior of today's society. Human awareness and concern for the environment cannot just grow naturally but must be continuously formed from an early age, through real activities carried out every day (Cahyono & Nurchotimah, 2024).

According to(Istiqomah et al., 2023) states that environmental education is needed and must be given to children from an early age so that they understand and do not

damage the environment. Furthermore, (Ferdyan et al., 2021)it states that environmental education has a definition as a process that aims to form values, behaviors and habits to respect the environment. Environmental education will be more meaningful if the environment around the learner is close to the actual conditions, namely the environment that should be preserved and maintained. Environmental education should be based on direct experience with the surrounding nature so that it is hoped that this direct experience can form behavior, values, and habits to respect the environment around it (Ariani et al., 2022).

Therefore, learners or students are expected to be able to live directly and interact directly with the environment, maintain and participate in preserving the environment. The efforts needed to achieve this level, then the introduction of environmental education directly, by inviting learners to take part in actively protecting the environment starting from an early age becomes very urgent and pressing to be implemented.(Nugroho & Muhroji, 2022) stated that caring for the environment is one of the characters that must be developed in schools. Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment, and develops efforts to repair the damage to nature that has occurred (Baro'ah & Qonita, 2020). In addition, it (A. Kurniawan et al., 2024)states that caring for the environment is not entirely an innate talent or instinct, but is also the result of an educational process. Miscarriage or miseducation of an individual can result in a character that is less commendable towards the environment. Good character must be formed in each individual, so that each individual can live out every action and behavior. The integration of environmental education in learning activities to form a caring character for the environment is carried out in the form of thematic learning activities.

Research on strategic management in sustainable education through the integration of environmental education in the national curriculum such as strategic management of waste management in sustainable development efforts by the Magelang Regency Environmental Service (Irmawati & Harsono, 2023), strategic planning and sustainable development (Suharyani & Djumarno, 2023), strategic management in achieving sustainable education goals: a case study at SMKN 1 Kepanjen (J. Kurniawan et al., 2023), analyzes the concept of strategic management in creating sustainable competitive advantages in educational institutions (Kusumaningrum, Mukhlisoh, et al., 2024). Previous studies have shown that the integration of environmental education in the curriculum has great potential in increasing students' awareness and concern for the environment. However, its implementation often faces challenges in terms of planning, coordination, and evaluation. Studies on strategic management in education also provide important insights into how to design and implement curriculum changes effectively. This study will combine findings from both fields to develop a

comprehensive strategic management framework for the integration of environmental education in the national curriculum. The novelty of this study lies in the effort to develop a comprehensive strategic management framework for integrating environmental education in the national curriculum. This study differs from previous studies because it specifically focuses on the strategic management aspect and relates it to the specific context of the national curriculum.

In an increasingly complex and dynamic global context, sustainable education has become an urgent need. The sustainable development goals (SDGs) set by the UN emphasize the importance of access to quality education throughout life to achieve a sustainable life (Nugraheni, 2024). However, the integration of environmental education into the national curriculum often faces challenges, such as lack of resources, lack of teacher training, and lack of support from stakeholders. This study aims to describe a comprehensive strategic management for integrating environmental education into the national curriculum, taking into account the local and global contexts of sustainable education for implementation, obstacles, challenges and supporting and inhibiting factors.

B. RESEARCH METHODS

This study uses a qualitative research method with a descriptive approach. Qualitative methods are often called naturalistic research methods because the research is conducted in natural conditions (*natural settings*) (Nawawi et al., 2021). Qualitative methods are defined as social science research methods that collect and analyze data in the form of human words and actions and researchers do not attempt to calculate or quantify the qualitative data that has been obtained and thus do not analyze numbers (Amalia & Yulianingsih, 2020). The research design used is a case study that intends to explore in depth the implementation of strategic management in integrating environmental education into the national curriculum. This research was conducted at an educational institution that has implemented or is in the process of integrating environmental education into its curriculum, namely MIMA IV Sukabumi Bandar Lampung. This location was chosen because it has succeeded in integrating environmental education and with different learning approaches in integrating environmental education can enrich research findings. Data were collected through participatory observation where as researchers were directly involved in learning activities at school to observe the learning process that is oriented towards the environment and documentation to collect relevant documents related to the curriculum, teaching modules, and policies related to environmental education. Data were analyzed by content analysis where researchers analyzed the contents of the documents that had been collected. The stages in data analysis include data reduction (organizing the collected data and selecting relevant data according to the research objectives); data presentation (presenting data in narrative and tabular form to

facilitate understanding); and drawing conclusions (drawing conclusions based on the findings obtained from data analysis). To ensure the validity of the data, a triangulation technique will be used, namely comparing data obtained from various sources and then checking the data that has been collected. This shows that the data obtained can be trusted and its truth is recognized. The following is the research flow in data analysis, namely:

Figure A.1. Research Flow According to Miles and Huberman (Maryani & Sayekti, 2023)
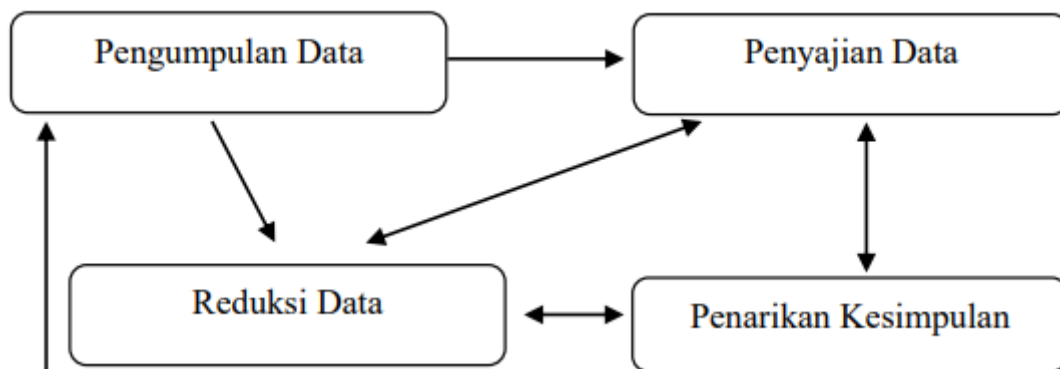
C. RESULTS AND DISCUSSION

The process of compiling strategic education management can be done in four stages, namely (1) diagnosis, (2) planning, (3) development and (4) preparation of planning documents which are described as follows: *First*, the diagnosis stage, begins with the collection of various planning information as study material. The internal environmental study aims to understand the strengths *and weaknesses in* education management. Meanwhile, the external environmental study aims to reveal opportunities *and* threats in the implementation of education. *Second*, the planning stage, begins with determining the vision and mission. Vision *is* a picture (insight) of the desired state in the future. Meanwhile, the mission *is determined* by considering the formulation of assignments, which are demands of tasks from outside the organization and desires from within relating to the future vision and the current situation. *Third*, the development stage, is formulated based on the mission carried out and in order to face the main issues (strategic issues). The sequence of development strategies is arranged according to the main issues. In the formulation of strategy, development can be distinguished according to strategy groups, with details consisting of three levels (such as main strategy, sub-strategy, and strategy details). *Fourth*, the stage of compiling strategic plan documents, formulated briefly, not too thick so that it is easy to understand and can be implemented by the management

team flexibly. The formulation can be done from the time the study has produced findings. For final completion, it is necessary to wait until all decisions or formulations have been determined or agreed upon by all related parties. The formulation of a vision that is mutually agreed upon will be used as a guide in formulating the mission and objectives of the educational organization. The results of the study of the strengths and weaknesses of the educational organization and its external opportunities and challenges on one side and the formulation of the vision, mission, and objectives of the educational organization can produce key issues in educational development in their respective contexts. Among the main issues studied, the selection of strategies for developing activities and educational development. The best alternative plan is the planning alternative that is most likely to be implemented, which contributes the most to the movement of development in related aspects and which allows for changes when the implementation process requires adjustments to circumstances.

Implementing strategic management into an organization is not an easy task. It requires understanding and seriousness from all members of the organization. Therefore, strategic management has stages/processes in its understanding and implementation. Like commercial organizations, educational organizations/institutions must have a strategy in their development efforts. Moreover, educational institutions in Indonesia are generally not yet qualified (Gusrianto & Syaifudin, 2023; Nulhaq et al., 2023). The implementation of strategic management is considered very necessary. In many countries, efforts to improve the quality of education are a very strategic issue and a government priority, apart from the economy and health (Fadhli, 2020). Therefore, there is great pressure on school management to improve quality. Some aspects that are of public concern are student outcomes (student grades), participation rates (participation rates/APK), illusions and achievements of traditionally disadvantaged groups, parental satisfaction with schools (parental satisfaction), employer satisfaction with school outcomes (graduate satisfaction), and the effectiveness of school costs (school cost efficiency) and gender. The five aspects above are of concern to the central government, local governments, and school administrators, including principals. These five aspects are still strategic issues and will continue to develop if no solution is found.

Everything in (Aryawan, 2022) formulate five things that schools must do in implementing strategic management, namely (1) developing the school's vision and mission (2) the school's aims and objectives (3) determining the school's organizational strategy (4) implementing the school's organizational strategy, and (5) careful and accurate SWOT analysis. Schools can have a clear direction and goals if they follow these five principles and practice strategic management. In reality, many

schools do not yet have a plan in creating superior school efforts. Implementing a strategy means trying to utilize all the resources the school has, both human resources (principal, teachers, staff) and financial resources and facilities. In Indonesia, the implementation of National Education Standards (SNP) is mandatory, which includes eight standards: (1) Graduate Competency Standards, (2) Content Standards, (3) Process Standards, (4) Education Personnel and Education Personnel Standards, (5) Facilities and Infrastructure Standards, (6) Management Standards, and (7) Education Funding Standards and education evaluation standards (Lt & Fatmawati, 2006). The success of implementing this strategy depends on the influence of the principal, mobilization, and motivation of teachers, both employees and students. Implementing a strategy requires discipline, dedication, and sacrifice from all members of the organization.

Very rapid and dynamic changes in educational institutions have a significant impact on the success of strategy implementation. For example, curriculum changes often occur and require a quick and responsive response from school staff to overcome them. Tests and exams can be conducted periodically to evaluate students. For teachers and education personnel, this can be assessed through supervision and competency tests. The implementation of strategic management in educational institutions must be continuously evaluated and managed to ensure that the goals that have been set are achieved optimally (Sadi'in, 2024). Starting from adjusting the curriculum to the needs of stakeholders, *improving* infrastructure, creating a comfortable learning environment, improving relations with various authorities, managing management to ensure quality, and increasing school resources (Kusumaningrum, Azahra, et al., 2024). And other supporting things so that performance improvements (graduates) can increase qualitatively and quantitatively so as to create a better learning process. For strategic management to be successful, managers must have comprehensive competencies. The implementation of strategic management is highly dependent on strong leadership, especially on motivation to overcome differences (Moser, 2007; Pérez & Pino, 2018). Educational leaders are a key variable in the implementation of strategic management in educational institutions. Because leaders who motivate staff and members of an organization are very important both internally and externally and can increase their self-confidence, performance and responsibility in carrying out their duties. In this case, implementing strategic management into an organization is a simple task, but it requires several phases/processes to understand and apply it.

In this case, there are four components that need to be considered in a sustainable development strategy, namely equity, participation, diversity, integration, and long-term perspective. Development ensures equity and social justice. Development that is

oriented towards equity and social justice must be based on things such as; equal distribution of land resources and production factors, equal roles and opportunities for women, equal economic distribution achieved by a balance in the distribution of welfare (Saputri et al., 2021). However, equality is not something that can be achieved directly. Equality is a relative concept and cannot be directly measured. The ethical dimension of sustainable development is comprehensive, the income gap between rich and poor countries is widening, although equality in many countries has increased. Another ethical aspect that needs to be considered in sustainable development is the prospect of future generations that cannot be compromised by the activities of the current generation. This means that the development of the current generation needs to consider future generations in meeting their needs.

Development respects diversity by maintaining biodiversity. Maintaining biodiversity is a prerequisite for ensuring that natural resources are always available sustainably for the present and the future. Biodiversity is also the basis for balanced development that uses an integrative approach (Situmeang et al., 2021). Sustainable development prioritizes the relationship between humans and nature. Humans affect nature in ways that are beneficial or destructive. Only by utilizing an understanding of the complex relationship between natural systems and social systems. By using this understanding, the implementation of more integrative development is the desired concept of development implementation. Society tends to value the present more than the future. Sustainable development requires a different assessment to be carried out with normal assumptions in *discounting procedures* (Mudiarti et al., 2024). Currently, many people tend to only think about the benefits that can be obtained in the near future, without considering the long-term impacts on the environment and society. Therefore, we need to change our perspective and start focusing on sustainable development, namely development that is not only profitable now, but also maintains the welfare of future generations.

Education is the most strategic way to instill and implement the values of sustainable development. Chapter 36 of Agenda 21 at *the Earth Summit in Rio De Janeiro* in 1992 stated that "education is very strategic in promoting sustainable development and enhancing human capacity to address environmental and development issues and problems" (Tristananda, 2018). The Johannesburg Summit in 2002 expanded the vision of sustainable development and reaffirmed the goals of education in *the Millennium Development Goals* and *the Education for All Dakar Framework for Action* . This meeting also proposed the Decade *of Education for Sustainable Development* (DESD). The UN General Assembly then designated the period 2005-2014 as DESD. *Education for Sustainable Development* (ESD) is a multidisciplinary concept that views the concept of development from a Social, Economic, and Environmental perspective.

This concept is not a new concept, but it has been clearly implied in Law Number 20 of 2003 concerning the National Education System and in the Preamble to the 1945 Constitution of the Republic of Indonesia. The Strategic Plan of the Ministry of National Education 2010-2014 includes this concept in the national education paradigm, namely education for development, development, and/or sustainable development (PuP3B). This paradigm states that education produces people with noble character, people who are a blessing for the universe, namely people who fulfill their needs by paying attention to the needs of the current generation and future generations (intergenerational sustainability). This paradigm invites people to think about the sustainability of planet earth and the sustainability of the entire universe (Vioreza et al., 2023). This paradigm reflects the goals of education that refer to sustainable development. Furthermore, the Joint Decree between the Ministry of Environment and the Ministry of National Education Number 03/MENLH/02/2010 and Number 01/II/KB/2010 concerning Environmental Education states that the development of education for sustainable development including environmental education is implemented in all paths, levels, and types of education as a forum or means of creating changes in the mindset, attitudes, and behavior of humans who are environmentally cultured (Nihlawati, 2017). The agreement between the two ministers is implemented through the Adiwiyata program in schools. Several institutions implement the application of the concept of sustainable education in educational units referring to the implementation of the Adiwiyata program or support the implementation of the program. In relation to the implementation of education for sustainable development, research in 33 European countries conducted by GHK consultants in collaboration with *the Danish Technology Institute* and *Technopolis* (Ghany, 2018) demonstrates *good practices* of ESD implementation where various activities are carried out focusing on the three pillars of sustainable development (environment, economy, and social). It should be noted that thematic focus is not *mutually exclusive* and therefore one innovative activity can cover several themes. In addition, educational campaigns such as CO2 where students work together with researchers and policy makers related to sustainable development in their region show that such initiatives are an effective way to learn about sustainable development and help students feel "capable" of doing something for sustainable development as citizens and little researchers. The activity teaches students to analyze CO2 emissions used on their way to school and use ICT tools to analyze, compare, and discuss the results, then work with stakeholders in their region to find solutions that can reduce CO2 emissions. In addition, the most important thing is that the activity fosters understanding and increases students' awareness of the importance of sustainable development.

Madrasah Ibtidaiyah Masyarikul Anwar (MIMA) IV Sukabumi Bandar Lampung is an educational institution that has integrated environmental education in learning to form environmentally conscious characters. This school realizes that the realization of humans and nature must always be built harmoniously and complement each other to create a prosperous life. This is as stated (Jufri et al., 2019)that humans do not live alone on earth, but with other creatures, namely plants, animals and microorganisms. Other living creatures are not just life partners who live neutrally or passively towards humans, but human life is closely related to them. Many things in nature are needed for human survival, starting from oxygen, plants and so on. Nature also needs things from humans. So humans are required to manage this nature well, as has been done by MIMA IV Sukabumi which manages its school environment into a conducive environment. The efforts made by this school are based on government instructions regarding the implementation of Adiwiyata schools through the regulation of the Minister of Environment No. 05 of 2013 states that Adiwiyata schools are a manifestation of the implementation of the Adiwiyata program organized by the Ministry of Environment based on educational, participatory and sustainable principles (Hastuti et al., 2021).

MIMA IV Sukabumi, as an educational institution, has implemented various innovative Adiwiyata programs to instill environmental awareness in its students. The following are some examples of programs that are commonly implemented in order to realize an Adiwiyata school: (1) Integrated Environmental Education: MIMA IV Sukabumi has integrated environmental material into various subjects, not only science subjects. This aims to enable students to understand the relationship between the environment and various aspects of life. (2) Environmental-Based Extracurricular Activities: This school has organized various extracurricular activities that focus on the environment, such as greening programs, or waste banks. (3) Environmental Campaigns: MIMA IV Sukabumi has conducted environmental campaigns periodically, both inside and outside the school. These campaigns can be in the form of poster making, essay competitions, or environmental clean-up activities. (4) Project-Based Learning: This school has implemented project-based learning methods, where students are actively involved in solving real environmental problems around the school. (5) Partnership with the Community: MIMA IV Sukabumi has collaborated with the surrounding community to carry out activities that have a positive impact on the environment, such as tree planting or waste processing. (6) Utilization of Technology: This school has utilized information and communication technology to support the Adiwiyata program, for example by creating a school website or blog that contains information about the environment, or using social media to spread environmental messages.

MIMA IV Sukabumi provides environmental education by integrating it into subjects. This step is taken to provide students with an understanding of the importance of preserving the environment. One form of environmental education integration is to combine environmental education learning with other learning. The form of integration in subjects is carried out by each subject teacher. Each teacher in one year is given the freedom to choose one topic of material which is then linked to environmental education, because almost every subject is related to environmental education. The integration of environmental education in subjects begins by determining a certain theme, for example living things (animals). Themes can be created with the agreement of students and teachers. After the theme is agreed upon, it is developed into sub-themes by showing their relevance to the field of study. Such as in the subject of science for the theme of plants with the sub-theme of learning to graft or cultivate plants. In the subject of Indonesian, students are introduced to environmental words, while in the subject of religion students are taught about commendable behaviors, one of which is loving environmental cleanliness. The approach to integrating environmental education learning carried out at MIMA IV Sukabumi does not require extra time so that the learning carried out is more efficient because students are not burdened with additional time. However, through the environmental education learning integration approach model, teachers are expected to be able to improve their knowledge of the teaching materials that will be taught to students at school. In addition, in its application at school, teachers must be able to collect learning materials related to humans, nature, and the social environment that are related to the subject matter being taught. Learning topics that will be used as student learning resources can be accessed by teachers through scientific journals, newspapers, books, papers, social media and community activities on environmental management that can be used as learning materials. The integration of environmental education into the subjects taught is carried out by implementing an environmental education-based curriculum that is linked to each subject. Therefore, teachers are required to be able to integrate environmental education materials with learning materials that are the policies of the principal as an environmentally aware school. The ultimate goal of integrating environmental education into subjects is to raise students' awareness to maintain and protect nature and not damage the environment which is a place for living things.

The survey results show that most teachers have realized the importance of integrating environmental education into the learning process. However, the in-depth understanding of the concept and implementation strategies still varies. Although some subjects have successfully integrated environmental material, overall this integration is still uneven. Related to learning activities, schools have implemented

various environmental-themed activities such as environmental projects, field trips, and extracurricular activities. However, the frequency and intensity of these activities need to be consistently increased.

The implementation of environmental education programs in schools is often hampered by various factors. One of the main obstacles is limited resources, both in the form of physical facilities such as environmental laboratories, practical equipment, and adequate budget to support environmentally oriented learning activities. In addition, the lack of teacher competence in integrating environmental materials into the subjects they teach is also a significant challenge. Many teachers feel less confident or do not have sufficient knowledge to deliver environmental materials effectively (Cikka, 2020). Lack of support from the principal, both in terms of policy and resource allocation, also hampers program implementation. Principals who are less committed to environmental education will have difficulty motivating teachers and students to be actively involved in related activities. Finally, the limited teaching materials that are appropriate to the local context and age of students are also an obstacle. Existing textbooks are often incomplete or irrelevant to the conditions of the surrounding environment, so teachers have difficulty finding the right learning resources.

In addition to internal school constraints, there are also external obstacles that also hamper the implementation of environmental education programs. The perception of the community around the school that is less than supportive is also one of the inhibiting factors. If the community does not understand the importance of environmental education and is not actively involved in supporting school programs, then the efforts that have been made will be less effective. In addition, a dense curriculum and high teaching load are often obstacles for teachers in allocating sufficient time for environmental learning activities. As a result, environmental materials are often marginalized and do not receive the attention they deserve. Finally, the lack of systematic evaluation of program implementation is also a problem. Without ongoing evaluation, it is difficult for schools to identify the successes and shortcomings of the program, so that efforts to improve and develop the program are hampered.

The implementation of environmental education in schools faces various challenges. One of the main challenges is the frequent changes in the curriculum. Rapid and frequent curriculum changes make it difficult for teachers to integrate environmental materials consistently and sustainably. Every time there is a curriculum change, teachers have to re-compile learning materials from scratch, taking up a lot of time and energy that could otherwise be used to study environmental materials in depth.

In addition, differences in students' levels of understanding of environmental concepts are also a challenge in themselves. This requires teachers to design varied learning that is tailored to the characteristics of each student so that environmental materials can be understood well. Moreover, complicated and lengthy bureaucracy is often an obstacle in implementing the program. The licensing process, procurement of tools and materials, and coordination with various related parties can take quite a long time, thus hampering the smooth running of environmental education programs. The process of procuring tools and materials for environmental practicums, for example, often takes months because it has to go through various stages of approval. This of course hinders the implementation of learning activities and reduces student enthusiasm (Darmayanti & Widiani, 2024).

The success of the implementation of environmental education programs in schools is greatly influenced by various supporting factors. One key factor is the high commitment of teachers. Teachers who have an interest and dedication to environmental education will be the driving force in integrating environmental materials into the learning process. In addition, active student involvement is also very important. Student enthusiasm in participating in environmental activities, such as the Adiwiyata program, can motivate teachers and schools to continue to develop more innovative programs. Support from the school community, parents, and the surrounding community is also a determining factor in success. When all parties are actively involved and support each other, the environmental education program will run more effectively (Asrulla et al., 2024). Finally, the existence of school policies that support the integration of environmental education is also very necessary. Clear and consistent policies will provide a legal umbrella for program implementation and make it easier to allocate the resources needed. For example, teachers who have their own school gardens and often invite students to care for plants will find it easier to convey material about biodiversity. Or by setting rules about waste sorting and the use of clean water will provide a good example for students and the community (Aeni et al., 2020; Haryadi, 2021; A. P. Sari, 2021).

The implementation of environmental education in schools is often hampered by various complex factors. Lack of awareness and understanding of the importance of the environment, both from teachers, students, and the community, is one of the main challenges. In addition, limited resources such as budget, facilities, and adequate equipment also hamper the implementation of the program. A dense curriculum and frequent curriculum changes make it difficult for teachers to integrate environmental materials effectively. Differences in student understanding levels, bureaucratic obstacles, lack of systematic evaluation, and less supportive public perceptions are also other inhibiting factors. All of these factors are interrelated and have an impact

on the success of environmental education programs, so comprehensive efforts are needed to overcome these problems.

This study has several limitations that may affect the scope and generalization of its results. First, the approach used is qualitative descriptive without the support of quantitative data, so it is unable to measure the impact of implementation objectively and in detail. In addition, this study focuses on one case study in MIMA IV Sukabumi, which limits the generalization of the results to be applied in other schools or educational contexts. Another limitation is the lack of longitudinal data, so the dynamics of long-term changes in the implementation of environmental education cannot be monitored properly. The use of limited data, such as observation and documentation, also has the potential to cause bias in the interpretation of research results.

The implications of this study indicate the importance of policies and collaboration between schools and the government to ensure that environmental education can be optimally integrated into the curriculum. The findings also emphasize the need to improve teacher competency through training and capacity building, considering that there are still gaps in the understanding and application of environmental education. In addition, the development of a comprehensive and contextual implementation model in various schools is highly recommended to ensure the effectiveness of this program. The involvement of the community and the community around the school is also an important factor that can strengthen the success and sustainability of environmental education. Further research can utilize mixed-methods and involve more educational institutions to expand the generalizability of the results and provide deeper insights.

D. CONCLUSION

The implementation of strategic management in environmental education is a crucial step to realize sustainable schools. Through this approach, schools can develop clear plans, optimize resources, and involve all stakeholders in efforts to create an environmentally friendly learning environment. Challenges such as lack of awareness, limited resources, and rapid curriculum changes do need to be addressed. Solutions that can be taken include strengthening leadership commitment, increasing teacher capacity, utilizing technology, community involvement, ongoing evaluation, developing an integrative curriculum, collaboration between schools, research and development, policy advocacy, and sustainable financing. To start implementation at the school level, steps that can be taken include forming a work team, analyzing

needs, designing programs, implementing programs, and evaluating. Thus, schools can become agents of change in realizing sustainable development. Further researchers can dig deeper by conducting in-depth case studies on schools that have successfully implemented this program. In addition, the development of contextual and data-based implementation models, as well as the utilization of technology in environmental learning, can be an interesting research focus. The active involvement of stakeholders such as students, teachers, and the community in the research process is also very important to ensure the relevance of research results. By conducting international comparisons and longitudinal studies, researchers can gain a more comprehensive understanding of the factors that influence the success of environmental education programs. Some potential research topics include the impact of environmental education on student behavior change, the role of principal leadership, the relationship between school environmental quality and academic achievement, and the influence of social media in increasing environmental awareness. Through ongoing research, it is hoped that new findings can be produced that can form the basis for developing more effective environmental education policies and programs.

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