



**TECHNIUM**  
**SOCIAL SCIENCES JOURNAL**

**Vol. 9, 2020**

**A new decade  
for social changes**

[www.techniumscience.com](http://www.techniumscience.com)

ISSN 2668-7798



9 772668 779000

## **Evaluation of the Implementation of the Adiwiyata Program in Riau Islands Province**

**Muhammad Yunus<sup>1</sup>, Mukhneri Mukhtar<sup>2</sup>, Ma'aruf Akbar<sup>3</sup>**

Education management, Postgraduate, Jakarta State University, Indonesia  
[jones.kepri@yahoo.com](mailto:jones.kepri@yahoo.com)

**Abstract.** The objective of this research was to evaluate the implementation of the adiwiyata program in Riau Islands Province. This evaluation research used a qualitative method with the CIPP evaluation model. The data in this research was got through observation, in-depth interviews, and documentation studies. Data analysis concluded that: (1) adiwiyata program policies had met standards, (2) adiwiyata program implementation plans did not meet standards, (3) adiwiyata program implementation did not meet standards, and (4) adiwiyata program results were not optimal. The recommendation given is that the implementation of the adiwiyata program in Riau Islands Province runs well, the school is consistent with the predicate adiwiyata school and the assessment of the adiwiyata school is carried out objectively.

**Keywords.** Adiwiyata Program, CIPP Evaluation Model, and Policy Implementation

### **I. Introduction**

Environmental problems are caused by environmental changes. Nowadays, environmental changes on earth are becoming a very serious threat to the sustainability of the world. This threat demands new policies in the world of education. Environmental policy in the field of education is very important for present and future generations because it is the right solution to overcome environmental problems that lie in decision makers, therefore prospective policy makers need to study the environmental education system, so that future decision makers already understand about the fate of the earth which he has now learned. Ben-Peretz (2009) states as follows:

The changing environment of our planet is conceived as threatening the very existence of the world as we know it, and this threat calls for new policy-making in education. Environmental policy-making in education, for these and future generations, is critical because of accountability for the creative solutions that can eventually address crucial environmental issues directly at the doorstep of powerful decision makers who themselves have studied in the educational system and who have children in the educational system. Most probably, those individuals who will make the most momentous of future decisions regarding the fate of our planet are still children now in the current educational system and can even be influenced by policy makers of today.

These environmental changes are caused by global warming, ozone depletion, increased air and water pollution, depletion of natural resources such as oil and minerals, land desertification, the spread of disease and others. Efforts to save the earth from environmental change have been made through conferences both at national and international levels that discuss environmental

issues including: the 1972 Stockholm conference, the Rio de Janeiro development and environment conference 1992 and the Bali climate change conference in 2007. This conference helped identify or map action plans for policies and actions for saving the earth. In the field of education, the efforts made are through environmental education.

In the Preamble to the 1945 Constitution it is explained that education is the main priority carried out by the government and to make developed countries a quality human resource is needed by prioritizing the education system. Education has various benefits, one of which is to support the activity of saving the earth and managing the environment in order to support sustainable development. According to Law Number 20 Year 2003 concerning the National Education System Article 3 states that:

National education functions to develop capabilities and shape the dignified character and civilization of the nation in the context of developing the intellectual life of the nation, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. (RI State Secretariat, 2003)

According to Law Number 32 of 2009 concerning Environmental Protection and Management mandates the central and regional governments to carry out environmental protection and management as stated in article 63 paragraph (1) letter w, paragraph (2) letter q and paragraph (3) letter n which states that "In Environmental Protection and Management. The central / provincial / district / city government has the duty and authority to provide education, training, coaching and appreciation" (RI State Secretariat, 2009). And article 65 paragraph (2) states that "Everyone has the right to get environmental education, access to information, access to participation, and access to justice in fulfilling the right to a good and healthy environment" (RI State Secretariat, 2009). The above statement requires every education unit to participate in carrying out environmental management through environmental education.

Environmental education is implemented in the form of an *adhiyaya* program which is an implementation of the Regulation of the Minister of Environment Number 2 of 2009 concerning Guidelines for Implementation of the *Adhiyaya* Program which was then replaced by the Minister of the Republic of Indonesia's Regulation Number 5 of 2013. The *Adhiyaya* Program also known as the Green School is a program to create a school that cares and is cultured in the environment (RI Ministry of Environment, 2013). This program encourages the creation of knowledge and awareness of school residents in the context of preserving the environment. For this reason, it is necessary to raise public awareness and learners about environmental issues. The quality of human resources has an important role in efforts to save natural resources. With better environmental knowledge, it is expected that all elements of the community are aware to participate in carrying out efforts to save and preserve the environment. This condition is certainly very important and must be resolved by the state. Implementing the *adhiyaya* program will create school residents, especially students who care about and are cultured in the environment, while supporting and realizing human resources that have the character of the nation towards economic, social and environmental development in achieving sustainable development in the regions.

The *adhiyaya* program can be implemented in schools, because the world of education is easier to learn, can apply all the knowledge and various norms and ethics to achieve the ideals of sustainable development which is the best way to achieve development and management of environmental resources that have changed over time. . Eliot (2013) states that "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". The same thing was also expressed by Mitchell, Setiawan and Rahmi (2000) who stated that "Sustainable development is development

that can meet the needs of the present without compromising the ability of future generations to meet their needs". To be able to fulfill this, the implementation of the adiwiyata program needs to be carried out in schools. Schools that can implement the adiwiyata program are elementary schools (SD / MI), junior high schools (SMP / MTs) and senior high schools (SMA / MA / SMK / MAK).

In the implementation of the adiwiyata program, awards are a strategy made by the government to develop and implement policies in order to achieve the goal of making schools cultured and environmentally sound. Furthermore Armstrong (2012) states that:

Reward strategy is a declaration of intent which defines what the organization wants to do in the future to develop and implement reward policies, practices and processes which will further the achievements of its business goals and meet the needs of its stakeholders.

Adiwiyata awards are incentives given to schools that have successfully met the requirements to become Adiwiyata schools in the form of awards in the form of district / city Adiwiyata schools, provincial Adiwiyata schools, national Adiwiyata schools, and independent Adiwiyata schools.

Riau Islands Province was formed based on Law No. 25 of 2002, which is the 32nd Province in Indonesia which includes Tanjungpinang City, Batam City, Bintan Regency, Karimun Regency, Natuna Regency, and Lingga Regency. Administratively, the Riau Islands Province in 2008 experienced a regional division, which based on Law Number 33 Year 2008 Natuna Regency was divided into Natuna Regency and Anambas Islands Regency.

Riau Islands Province is located between 00o 29 'South Latitude and 04o 40' North Latitude and between 103o 22 'East Longitude to 109o 4' East Longitude. Based on the results of the identification of the Geospatial Information Agency (BIG), recorded 1,795 islands with 394 inhabited islands and 1,401 other islands uninhabited. Clusters of large and small islands are spread throughout the Riau Islands Province which is surrounded by oceans, therefore 97.52 percent of the province is ocean and 2.48 percent is land (BPS Prov. Kepri, 2015). As an archipelago province, the problems faced by the Riau Islands provincial government in the field of education are schools both elementary / MI, SMP / MTs, SMA / MA and SMK / MAK that are uneven and transportation to reach these schools. In 2015 Riau Islands Province had 1,562 schools (SD / MI, SMP / MTs, SMA / MA and SMK / MAK) and 1962 schools and schools that had received the province's adiwiyata awards. Percentage of SD / MI of 1.24% or 2 of 960 schools, percentage of SMP / MTs of 2.21% or 8 of 362 schools, percentage of SMA / MA of 4.73% or 7 of 148 schools and percentage of SMK / MAK of 1.22% or 2 out of 92 schools.

Table 1. Adiwiyata School, Riau Islands Province in 2015 (BLH Prov. Kepri, 2015)

NO.	KABUPATEN/ KOTA	EDUCATIONAL STAGE					ADIWIYATA SCHOOL OF PROVINCE									
		SD/ MI	SMP/ MTS	SMA/ MA	SMK/ MAK	JLH	SD/ MI	%	SMP/ MTS	%	SMA/ MA	%	SMK/ MAK	%	JLH	%
1	TANJUNGPINANG	73	26	14	12	125	1	4,69	3	11,54	1	7,14	1	8,33	6	4,80
2	BATAM	357	142	59	51	609	0	0,52	1	0,70	2	3,39	0	0,00	3	0,49
3	BINTAN	100	37	13	8	158	1	6,37	4	10,81	4	30,77	1	12,50	10	6,33
4	KARIMUN	145	58	22	8	233	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
5	NATUNA	80	34	18	5	137	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
6	LINGGA	137	39	14	5	195	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
7	KEP. ANAMBAS	68	26	8	3	105	0	0,00	0	0,00	0	0,00	0	0,00	0	0,00
	<b>KEPULAUAN RIAU</b>	<b>960</b>	<b>362</b>	<b>148</b>	<b>92</b>	<b>1.562</b>	<b>2</b>	<b>1,24</b>	<b>8</b>	<b>2,21</b>	<b>7</b>	<b>4,73</b>	<b>2</b>	<b>2,17</b>	<b>19</b>	<b>1,22</b>

Further evaluation can provide true and trustworthy information on policies that have been carried out, clarify the appropriateness of the objectives and targets in relation to the problem to be achieved and provide recommendations for policy improvement

## **II. Literature Study**

Evaluation research is an action based on assessing whether it addresses a practical problem, involving the collection of several data sources. The process of participant collaboration, the progress of the action plan, whether or not the researcher and the participants, growth toward change so training is needed. This is as stated by Creswell (2012) in the following:

Evaluation of an action research study is based on assessing whether it addresses a practical issue, involves the collection of multiple sources of data, processes with collaboration and respect for participant, advances a plan of action and in the end, reflects both the researcher's and the participant, growth toward improved changes to practice.

Evaluations carried out must have valid data, so that when processing data according to the evaluation criteria made. Evaluation can be interpreted as the process of assessing something based on criteria or goals that have been set, which is then followed by decision making on the object being evaluated (Djaali & Mulyono, 2008).

Activities to evaluate and measure the success of a program are known as program evaluations. Program evaluation is the application of a systematic method to answer questions about program implementation, monitoring and program results. The approach used is based on social science research methodology and professional standards, as stated by Newcomer, Hatry & Wholey (2015) as follows: Program evaluation is the application of systematic methods to address questions about program operations and results. It may include ongoing monitoring of a program as well as one shot studies of program processes or program impacts. The approaches used are based on social science research methodologies and professional standards.

Furthermore, before the program is considered for evaluation or supervision, it is necessary to obtain detailed information of the program to be evaluated as revealed by Newcomer et al. (2015) as follows: Five basic questions should be asked when any program is being considered for evaluation or monitoring: (1) Can the results of the evaluation influence decisions about the program?, (2) Can the evaluation be done in time to be useful?, (3) Is the program significant enough to merit evaluation?, (4) Is the program performance viewed as problematic?, (5) Where is the program in its development?

Program evaluation is methodologically different from personnel evaluation, product evaluation, and policy evaluation, but all are searches to identify and report on the quality of program work, as Stake (2010) states. "Program evaluation is methodologically different from personnel evaluation, product evaluation, and policy evaluation but all of them are searches to recognize and report on the quality of the program's working".

According to Robbins & Judge (2017) states that "Goal-setting theory assumes and individuals is committed to the goal and determined not to lower or abandon it. The individual believes he can achieve the goal and wants to achieve it". Goal theory assumes that individuals are committed and will achieve organizational goals. Planning is a management function because it establishes the basis for all the things that managers do to organize, lead and control, so that goals and planning are needed. Robbins & Coulter (2018) states that "Goals (objectives) are desired outcomes or targets". Targets integrate management decisions and form criteria that will be used to measure work results. The desired target or outcome needs to be made a plan to achieve it and therefore resources, schedules and actions are needed.

## **III. Method**

This research was conducted at the Riau Islands Province Environmental Agency in accordance with Riau Islands Province Regulation No. 5 of 2011 concerning the Organization and Work Procedures of the Inspectorate, the Regional Development Planning Agency, the Regional Technical Institutions, the Civil Service Police Unit and Other Institutions of the Riau Islands

Province. The Riau Islands Province Environmental Agency has the task of formulating and implementing technical policies in the environmental field as well as carrying out the deconcentration and assistance tasks submitted by the Governor in accordance with the scope of his duties.

This program evaluation study uses a descriptive qualitative approach with a CIPP evaluation model consisting of four types of evaluation, namely: Context Evaluation, Input Evaluation, Process Evaluation and Product Evaluation. This evaluation research starts from (1) adiwiyata program policies with a sub-focus of the legal basis, adiwiyata program goals and objectives; (2) planning the provincial adiwiyata program with a sub-focus of the provincial adiwiyata program development plan, funding for the provincial adiwiyata program, and implementing organizations for the provincial adiwiyata program; (3) the implementation of the provincial adiwiyata program with a sub focus on fostering the provincial adiwiyata program, evaluating the provincial adiwiyata school, and determining the provincial adiwiyata award recipients; and (4) the results of the provincial adiwiyata program with the provincial adiwiyata school sub-focus. The data collected will be analyzed using a qualitative approach based on predetermined criteria.

The method used is a qualitative method. Qualitative methods are used to understand the program and the overall situation as a totality. The reason for choosing a qualitative method is based on the consideration that the qualitative method allows the evaluator to study selected issues, cases or events in depth and in detail as stated by Patton (2015). Qualitative methods facilitate study of issues in depth and detail. Approaching fieldwork without being constrained by predetermined categories of analysis contributes to the depth, openness, and detail of qualitative inquiry".

Table 2. Evaluation Grid for Documentation Studies

EVALUATED COMPONENTS	EVALUATION ASPECT	DATA SOURCE	INSTRUMENT CODE
Adiwiyata Program Policy	<ol style="list-style-type: none"> <li>The legal basis of the adiwiyata program</li> <li>The purpose of the adiwiyata program</li> <li>The target of the adiwiyata program</li> </ol>	<ol style="list-style-type: none"> <li>Republic of Indonesia Minister of Environment Regulation Number 05 Year 2013</li> <li>Regional Regulation Number 4 of 2014</li> <li>Adiwiyata's Guide</li> </ol>	DOKK_....
Adiwiyata Program Implementation Planning	<ol style="list-style-type: none"> <li>Adiwiyata program development plan</li> <li>Adiwiyata program funding</li> <li>Provincial adiwiyata implementing organization</li> </ol>	<ol style="list-style-type: none"> <li>Republic of Indonesia Minister of Environment Regulation Number 05 Year 2013</li> <li>Adiwiyata's Guide BLH Strategic Plan RKA</li> <li>Adiwiyata Team Decree</li> </ol>	DOKR_....
Implementation of the Provincial Adiwiyata Program	<ol style="list-style-type: none"> <li>Development of the Provincial Adiwiyata Program</li> <li>Adiwiyata Provincial School Assessment</li> <li>Determination of Provincial Adiwiyata Award Recipients</li> </ol>	<ol style="list-style-type: none"> <li>Republic of Indonesia Minister of Environment Regulation Number 05 Year 2013</li> <li>Adiwiyata's Guide Work Order (SPT)</li> <li>Decree on the Establishment of the Provincial Adiwiyata School</li> </ol>	DOKP_....

EVALUATED COMPONENTS	EVALUATION ASPECT	DATA SOURCE	INSTRUMENT CODE
Adiwiyata Program Results	Provincial Adiwiyata School Achievement	1. Republic of Indonesia Minister of Environment Regulation Number 05 Year 2013 2. Adiwiyata's Guide Decree on the Establishment of the Provincial Adiwiyata School 3. Activity Report	DOKH_....

As for the interview evaluation instrument grid, it can be seen as in table 4 below this. Table 4 Evaluation Instruments for Interviews

**Tabel 1. Instrumen Evaluasi Untuk Wawancara**

EVALUATED COMPONENTS	EVALUATION ASPECT	DATA SOURCE	INSTRUMENT CODE
Adiwiyata Program Policy	1. The legal basis of the adiwiyata program 2. The purpose of the adiwiyata program 3. The target of the adiwiyata program	- Head of Department - Head of Division - Section Chief - Adviser Team Adiwiyata Provnins - Provincial Adiwiyata Assessment Team - Adiwiyata District / City Team - Adiwiyata School Team	PA1-1_.... PA1-2_.... PA1-3_.... PA2-.... PA3-.... PA4-.... PA5-....
Adiwiyata Program Implementation Planning	1. Adiwiyata program development plan 2. Adiwiyata program funding 3. Provincial adiwiyata implementing organization	- Head of Department - Head of Division - Section Chief	PA1-1_.... PA1-2_.... PA1-3_....
Implementation of the Provincial Adiwiyata Progra	1. Development of the Provincial Adiwiyata Program 2. Adiwiyata Provincial School Assessment 3. Determination of the Provincial Adiwiyata Award	- Guidance Team - Assessment Team - Adiwiyata District / City Team - Adiwiyata School Team	PA2-.... PA3-.... PA4-.... PA5-....
Adiwiyata Program Results	Provincial Adiwiyata School Achievement	- Head of Department - Head of Division - Section Chief	PA1-1_.... PA1-2_.... PA1-3_....

**Table 5. Evaluation Instruments for Observation**

EVALUATED COMPONENTS	EVALUATION ASPECT	CODE INSTRUMENT
Adiwiyata Program Policy	1. The legal basis of the adiwiyata program 2. The purpose of the adiwiyata program 3. The target of the adiwiyata program	OBSK_....
Adiwiyata Program Implementation Planning	1. Adiwiyata program development plan 2. Adiwiyata program funding 3. Provincial adiwiyata implementing organization	OBSR_....
Implementation of the Provincial Adiwiyata Program	1. Development of the Provincial Adiwiyata Program 2. Adiwiyata Provincial School Assessment 3. Awarding the Provincial Adiwiyata School	OBSP_....
Adiwiyata Program Results	Provincial Adiwiyata School Achievement	OBSH_....

Data collection techniques and procedures in this study were carried out systematically using interviews, observation and documentation studies. These three data collection techniques use research guidelines (protocol research). Yin (2014) states that "The protocol is a major way of increasing the reliability of case study research and is intended to guide the researchers in carrying out the data collection from a single case". To improve the reliability of research, it is necessary to guide the researchers in collecting data.

Data analysis technique used in this study uses descriptive evaluative technique, namely analysis technique by describing data that has been processed, discussed, and evaluates sharply and in detail to produce a conclusion on the data.

#### **IV. Results and Discussion**

The results of this evaluation refer to the formulation of the problems previously described, related to the Implementation of the Adiwiyata Program in Riau Islands Province. While the evaluation results that will be reviewed are: (1) Adiwiyata Program Policies, (2) Planning for the Implementation of the Adiwiyata Program, (3) Implementation of the Adiwiyata Program, and (4) Results of the Adiwiyata Program. Furthermore, the formulation of the problem is in accordance with the CIPP evaluation model, namely Context, Input, Process, and Product.

In conducting this research, the researcher found the facts in the research area, analyzed, united various perspectives from the informants and identified the findings with the evaluation criteria or standards that had been found. The process is carried out through data collection techniques, ranging from interviews, observation, and documentation. Furthermore, the results of data processing are formulated recommendations aimed at decision makers.

In implementing the Adiwiyata Program in the Riau Islands Province, the legal basis of the 1945 Constitution Article 28H Paragraph (1) states that "Every person has the right to live in physical and spiritual prosperity, to live and to have a good and healthy environment and to obtain health services". To obtain a good and healthy environment and to obtain health services, a dignified national civilization is needed in order to make the life of the nation more intellectual. The aim of the adiwiyata program is to create a school that cares about and is environmentally cultured, but furthermore invites school members to be responsible for environmental protection and management in order to support sustainable development. In the implementation of the adiwiyata program in the Riau Province of Kupalauan, the objectives of the adiwiyata program have been well defined, such as the results of the interview stating that the objective of the adiwiyata program is to realize the school community responsible for protecting and managing the environment through good school governance to support sustainable development. The provincial adiwiyata program target based on the results of the documentation study obtained information that the provincial adiwiyata program target is in accordance with the Minister of Environment Regulation No. 5 of 2013 namely elementary, junior high, high school and state vocational schools. As for elementary, junior high, high school, and private vocational schools as well as MI, MTs, and MA have not been targeted as adiwiyata programs.

The plan to develop the provincial adiwiyata program in accordance with the Strategic Plan of the Riau Islands Province Environmental Agency for 2010-2015 and the Riau Islands Province Environment and Forestry Service Office for 2016-2021 the province's adiwiyata school targets from 2012-2016 as many as 96 schools with 12 2012 details totaling 12 schools, in 2013 there were 15 schools, in 2014 there were 18 schools, in 2015 there were 28 schools and in 2016 there were 23 schools. In 2016, the Riau Islands Environment Agency had two activities to support the adiwiyata program, namely the activities to guide and evaluate adiwiyata schools in Riau Islands Province and the awarding activities at adiwiyata schools in Riau Islands

Province. In accordance with the Government Institution Performance Report (LAKIP) of the Riau Islands Province Environmental Agency, the achievements of the two activities are as in table 4.3 below.

Table 4.3. Financial and Physical Realization Report 2016 Riau Islands Province Regional Budget (BLH, 2016)

NO.	NAME OF ACTIVITY	BUDGET	BUDGET REALIZATION	% ACHIEVEMENTS
1	Supervision and assessment of Adiwiyata schools in Riau Islands Province	Rp 146.450.000,-	Rp 145.209.870,-	99,15
2	Awarding adiwiyata school in Riau Islands Province	Rp 149.100.000,-	Rp 149.100.000,-	100,00

The financial support for the implementation of the provincial adiwiyata program is still inadequate, because there are still many schools that have not become provincial adiwiyata schools. This is in line with the results of the interview which stated that funding support for the implementation of the adiwiyata program was inadequate, but needed to get support from districts / cities and schools.

In order for the adiwiyata coaching program in the district / city to obtain optimal results, it is necessary to provide coaching material that can be implemented in the district / city or school. Based on the results of the interviews obtained information adiwiyata coaching materials include: (1) explain the program objectives, components, standards and implementation; (2) study of school environmental conditions, school policies, school curriculum of school activities and school infrastructure; (3) compilation of work plans and school budget allocations based on the results of the study and adjusted to the components, standards and implementation adiwiyata; (4) the implementation of adiwiyata program activities in schools; (5) school monitoring and evaluation; and (6) making and submitting reports by the school.

Adiwiyata schools can be grouped into 4 groups namely independent, national, provincial and district / city Adiwiyata schools according to their authority. Provincial authority is the provincial adiwiyata school. In 2016 the adiwiyata schools that have been designated as Adiwiyata Schools in the Riau Islands Province totaled 13 schools. In accordance with Riau Islands Governor Decree Number 1984 of 2016, the provincial adiwiyata schools designated as recipients of the 2016 Adiwiyata Riau Islands Province totaled 13 schools.

## Discussion

The obligations of the Provincial Government in accordance with Law Number 32 Year 2009 Article 63 Paragraph (2) letter q, states that: "In environmental protection and management, the provincial government has the duty and authority to provide education, training, guidance and appreciation". And furthermore the obligations of the Regency / City in accordance with Law Number 32 Year 2009 Article 63 Paragraph (2) letter n, states that "In environmental protection and management, the regency / city government has the duty and authority to provide education, training, guidance, and appreciation".

Planning is the process of formulating a program of actions that will come to achieve the specified results. Kreitner (2009) states "planning is the process of coping with uncertainty by formulating future courses of action to achieve specified results". This opinion is confirmed by Schermerhorn et al. (2017) which states that "planning is the process of setting performance objectives and determining what actions should be taken to accomplish them". Planning is the process of setting performance goals and determining what actions must be taken to achieve them.

The Riau Islands Province Environmental Agency has determined the performance as stated in the Riau Islands Province Environmental Agency's Strategic Plan, namely the Riau Islands Province Environmental Agency's 2011-2015 Strategic Plan and the Riau Islands Province's Environmental and Forestry Office Strategic Plan for 2016-2021. Where in the Strategic Plan there are training activities and assessments of Adiwiyata schools in Riau Islands Province. In 2016 the performance target of the Riau Islands Province Environment Agency is to provide guidance and assessment of the provincial adiwiyata schools of 23 schools for elementary / MI, SMP / MTs, SMA / MA and SMK / MAK.

According to Griffin (2016) there are 4 steps to conduct supervision, namely: (1) setting expected performance standards, (2) measuring actual performance, (3) comparing performance with standards, and (4) evaluating comparisons and taking appropriate actions. The activities of developing the provincial adiwiyata program carried out by the Riau Islands Province Environmental Agency include: socialization of the adiwiyata program, technical guidance, the establishment of model / pilot schools, mentoring and program monitoring and evaluation.

Armstrong (2012) states that Reward strategy is a declaration of intent which defines what the organization wants to do in the future to develop and implement reward policies, practices and processes which will further the achievements of its business goals and meet the needs of its stakeholders . The adiwiyata program award is an incentive given by the government to schools that have succeeded in meeting the standards to become an adiwiyata school with awards in the form of regency / city adiwiyata schools, provincial adiwiyata schools, national adiwiyata schools, and independent adiwiyata schools. In accordance with the target and realization of adiwiyata schools in Riau Islands Province in 2012-2016.

## **Conclusions**

The legal basis for the implementation of the adiwiyata program in Riau Islands Province is in accordance with the Regulation of the Minister of Environment of the Republic of Indonesia Number 5 of 2013 concerning Guidelines for Implementation of the Adiwiyata Program. This can be seen in the Riau Islands Governor Decree on the Provincial Adiwiyata Guidance Team, the Provincial Adiwiyata Evaluation Team, and the Determination of the Provincial Adiwiyata School Award. Because the Minister of Environment Regulation No. 5 of 2013 contains several things that have not been regulated, so that the implementation is better and does not cause bias, it needs to be improved or reviewed.

planning for the adiwiyata program has met the specified standards. The provincial adiwiyata school development target in 2016 is 23 schools and the adiwiyata program implementation schedule has been well planned.

The adiwiyata fostering program is carried out in stages, the national adiwiyata advisory team provides guidance to the provincial adiwiyata advisory team, the provincial adiwiyata advisory team provides guidance to the regency / city adiwiyata advisory team and the district / city adiwiyata advisory team provides guidance to prospective adiwiyata schools. The development of the provincial adiwiyata program is in accordance with the standards.

The level of achievement between realization and adiwiyata school target in 2012 was 0.00% or 0 out of 12 schools, in 2013 was 60.00% or 9 out of 15 schools, in 2014 it was 11.11% or 2 out of 18 schools, in 2015 by 44.44% or 8 out of 18 schools and in 2016 amounting to 56.52% or 13 out of 23 schools. Achievements in the adiwiyata province do not meet the standards, because the realization of adiwiyata schools cannot meet the established target, therefore it is necessary to optimize coaching and assessment so that the realization of adiwiyata schools is in accordance with the planned targets.

## References

- [1] Adawiah, R. (2019). Implementation of Adiwiyata Program to Build Environmental Awareness. *Journal of Wetlands Environmental Management*, 7 (2), 106-114. Retrieved from <https://ijwem.ulm.ac.id/index.php/ijwem/article/view/196/133>
- [2] Almeida, S. C. (2015). *Environment Educational in Climate of Reform: Understanding Teacher Educators' Perspectives*. Rotterdam: Sense Publishers.
- [3] Armstrong, M. (2012). *Armstrong's Handbook of Management Practice Reward: Improving Performance Through Reward*. London: Kogan Page.
- [4] Arikunto, S. &. (2009). *Educational Program Evaluation: Theoretical Guidelines for Students and Educational Practitioners*. Jakarta: Earth Literacy.
- [5] Riau Islands Province Living Environment Agency. (2011). *Strategic Plan of the Riau Islands Province Environmental Agency for 2010-2015*. Tanjungpinang: Agency for Living Environment of the Riau Islands Province.
- [6] Riau Islands Province Living Environment Agency. (2015a). *Performance Report of Government Agencies of the Riau Islands Province Environmental Agency 2015*. Tanjungpinang: Riau Islands Province Environmental Management Agency.
- [7] Riau Islands Province Living Environment Agency. (2015b). *2015 Environmental Profile of Tanjungpinang: Riau Islands Province Environmental Agency*.
- [8] Riau Islands Province Living Environment Agency. (2016). *Performance Report of Government Agencies of the Riau Islands Province Environmental Agency 2016*. Tanjungpinang: Riau Islands Province Environmental Management Agency.
- [9] Ben-Peretz, M. (2009). *Policy-Making in Education: a Holistic Approach in Response to Global Changes*. Maryland: Rowman & Littlefield Publishers.
- [10] BPS Riau Islands Province. (2015). *Riau Islands Province in Figures 2015*. Tanjungpinang: BPS Riau Islands Province.
- [11] BPS Riau Islands Province. (2016). *Riau Islands Province in Figures 2016*. Tanjungpinang: BPS Riau Islands Province.
- [12] BPS Riau Islands Province. (2017). *Riau Islands Province in Figures 2017*. Tanjungpinang: BPS Riau Islands Province.
- [13] Clark, V. L. P. & Creswell, J. W. (2015). *Understanding Research: A Consumer's Guide*. New Jersey: Pearson Education.
- [14] Colquitt, J. A. (2019). *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: Mc Graw Hill Education.
- [15] Creswell, J. W. (2012). *Educational Research: Planning, Conduction, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education.
- [16] Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. California: Sage Publications.
- [17] Creswell, J. W. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*. California: Sage Publications.
- [18] Daft, R. L., & Marcic, D. (2017). *Understanding Management*. Boston: Cengage Learning.
- [19] de Vries, M. S. & Nemec, J. (2019). Dilemmas in Performance-Based Budgeting. In de Vries, M. S., Nemec, J. & Spacek D. (Eds), *Performance-Based Budgeting in the Public Sector* (pp. 3-25). Switzerland: Springer Nature.
- [20] Desfandi, M., Maryani E. & Disman. (2017). Building Ecoliteracy Through Adiwiyata Program (Study at Adiwiyata School in Banda Aceh). *Indonesian Journal of Geography*, 51-56. Retrieved from <https://doi.org/10.22146/ijg.11230>

- [21] Disdik Prov. Riau Islands. (2014). Education Profile 2013/2014. Tanjungpinang: Riau Islands Province Education Office.
- [22] Disdik Prov. Riau Islands. (2015). 2014/2015 Education Profile. Tanjungpinang: Riau Islands Province Education Office.
- [23] Disdik Prov. Riau Islands. (2016). Education Profile 2015/2016. Tanjungpinang: Riau Islands Province Education Office.
- [24] Djaali & Mulyono, P.. (2008). Measurement in Education. Jakarta: Grasindo.
- [25] DLHK Prov. Riau Islands. (2017). Strategic Plan for the Riau Islands Province Environmental Agency for 2016-2021. Tanjungpinang: Department of Environment and Forestry of the Riau Islands Province.
- [26] Dunn, W. N. (2003). Introduction to Public Policy Analysis. Yogyakarta: Gadjah Mada University Press.
- [27] Dunn, W. N. (2018). Public Policy Analysis: An Integrated Approach. New York: Routledge.
- [28] Elliot, J. A. (2013). An Introduction to Sustainable Development. New York: Routledge.
- [29] Fitzpatrick, J. L., Sanders, J. R. & Worthen, B. R. (2011). Program Evaluation: Alternative Approaches and Practical Guidelines. New Jersey: Pearson Education.
- [30] Foster, S. T. (2017). Managing Quality: Integrating the Supply Chain. Boston: Pearson Education.
- [31] Griffin, R. W. (2016). Fundamentals of Management. Boston: Cengage Learning.
- [32] Grinnell, R. M., Gabor, P. A. & Unrau, Y. A.. (2019). Program Evaluation for Social Workers: Foundations of Evidence-Based Programs. New York: Oxford University Press.
- [33] Gudda, P. (2011). A Guide to Project Monitoring & Evaluation. Bloomington: AuthorHouse.
- [34] Harris, M. J. (2010). Evaluating Public and Community Health Programs. San Francisco: Jossey-Bass.
- [35] Iswari, R. D. & Utomo, S. W. (2017). Evaluation of the Implementation of the Adiwiyata Program to Form Environmental Care Behavior among Students (Case: SMA Negeri 9 Tangerang Selatan and MA Negeri 1 Serpong). *Journal of Environmental Sciences*, 15 (1), 35-41. Retrieved from <https://doi.org/10.14710/jil.15.1.35-41>