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Principal Leadership Strategies in Accelerating the Adiwiyata Program: A Comparative Study at Public Elementary School Duren Jaya IV and Public Elementary School Aren Jaya VIII, Bekasi City

Mahrojah*,
*Universitas Muhammadiyah Jakarta , Indonesia
[1] mahrojahica@gmail.com
*Correspondent Author; mahrojahica@gmail.com

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ABSTRACT

This study aims to examine and compare the leadership strategies of school principals in accelerating the Adiwiyata Program at State Elementary School Duren Jaya IV and State Elementary School Aren Jaya VIII, Bekasi City using a qualitative approach with a multi-site study design. State Elementary School Duren Jaya IV was selected as a school that successfully accelerated environmental achievements to the provincial level, while State Elementary School Aren Jaya VIII was chosen as a comparison school that faced challenges in environmental culture sustainability. The study focused on mapping the initial conditions of both schools, managerial tasks of school principals, the actual implementation of the four components of the Environmentally Caring and Cultured School Movement (PBLHS), and the impact of environmental school management on the effectiveness of the environmental movement in schools. Data collection was conducted through participatory observation of physical facilities, in-depth interviews with school principals and environmental coordinators, and documentation studies based on the POAC management instrument. The findings indicate that managerial tasks at schools implementing participatory transformation in State Elementary School Duren Jaya IV through innovation in "Waste Savings," waste sorting, and budget allocation operated successfully in creating an ecological culture, which encouraged higher achievement at the provincial level. In contrast, managerial dysfunction at State Elementary School Aren Jaya VIII resulted in stagnation because of weak daily leadership control. The study concludes that environmental leadership has implications for environmentally oriented decision-making models in elementary schools to accelerate the Environmentally Caring and Cultured School Movement sustainably.

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Introduction

Human perspectives on the meaning of education continue to evolve. This evolution of thought is driven by diverse discoveries and practical conditions in the field, in parallel with the growing complexity of the elements that constitute contemporary educational systems. Education is a conscious effort to transmit cultural heritage from one generation to the next (Abd Rahman BP, 2022). Education is of paramount importance for every individual, especially for children. Education functions as a guide for each person, providing direction to one's life and enabling the distinction between right and wrong (Rendy Ardiansyah et al., 2024). This process is carried out by developing the innate potential that each individual possesses. Its ultimate goal is to assist learners in attaining a balanced and fulfilling life across all dimensions, be they spiritual, moral, intellectual, soci al, or physical (Zahra et al., 2024) .

In the context of character development among elementary school students, one of the most urgently examined pillars of normative-empirical education is the formation of environmental awareness as a character trait. Character education at the elementary level plays a crucial role in establishing the moral and ethical foundations of learners (Rizki et al., 2025). Education is implemented in a conscious and planned manner to help each individual develop personal potential and prepare capabilities for contributing to social life. In its implementation, education in Indonesia is governed by the National Education Standards (SNP), formulated by the National Education Standards Agency (Pratomo & Herlambang, 2021). The National Education Standards encompass eight standards, one of which is the infrastructure and facilities standard, specifying the minimum facility criteria that must be available at every educational unit to support the delivery of education. These standards are developed to support active, creative, collaborative, enjoyable, and effective learning while guaranteeing safety, health, security, accessibility for persons with disabilities, and environmental sustainability (Suttrisno, et al., 2026). Under current educational conditions, one key effort to achieve quality schooling is the creation of an educational environment responsive to environmental conservation (Nur Khalifah & Grahito Wicaksono, 2025).

A healthy environment constitutes one of the foundational pillars supporting the success of the learning process. Schools are positioned as centers of character development aimed at cultivating ecological awareness to prevent and reduce environmental degradation. A clean school environment affects not merely students' physical health; it also fosters psychological comfort and enhances learning motivation (Suttrisno, 2021). An orderly, clean, and well-facilitated learning environment generates a conducive classroom atmosphere, enabling students to remain more focused, disciplined, and actively engaged throughout the instructional process (Serlinda Meo, 2026). The alignment between the physical and social conditions of the learning environment and the needs of both learners and teachers is essential to establishing an enjoyable classroom climate (Setiawan, 2022). In the context of analyzing strategic patterns adopted by elementary schools in urban areas such as Bekasi City, educational leadership is expected to be capable of transforming urban ecological challenges into a learning culture that is green, well-organized, and sustainable.

One of the most tangible manifestations of environmental awareness character development at the elementary level is the implementation of the School Environmental Care and Culture Movement (PBLHS) through the Adiwiyata Program. This program represents one of the strategic approaches adopted by the Indonesian government and is regarded as an effective model of environmental education for cultivating environmentally conscious attitudes, knowledge, and behaviors among students (Sugiharto & Senen, 2025). The implementation of the National Adiwiyata Program has become a key indicator for measuring the extent to which schools are capable of systematically and sustainably internalizing ecological values (Ardianing et al., 2025).

The development of the Adiwiyata program is inseparable from the cultivation of core life values such as solidarity, honesty, justice, openness, and commitment to the preservation of nature. The success of this program is supported by two foundational principles: participatory involvement, whereby members of the school community assume full roles and responsibilities in school management, and sustainability, meaning every step must be arranged in a planned, cohesive, and uninterrupted manner. To achieve these objectives, schools need to concentrate their efforts on four key indicators: designing environmentally-oriented policy and curriculum programs, promoting conservation activities that involve community participation, and optimally managing school facilities (Aksiadi & Gumilar, 2020). The effectiveness of principal leadership is the determining factor in accelerating the implementation of this program in elementary schools. As the primary decision-maker, the principal must be capable of integrating environmentally-oriented policies - encompassing a clean and verdant campus - into both the learning system and daily operational practices.

Through solid leadership strategies, schools can be transformed into child-friendly as well as ecologically sustainable institutions.

Existing literature on the Adiwiyata program is generally confined to aspects of indicator compliance and administrative management, without probing the leadership dynam(Ardianing et al., 2025). This research carries high urgency as it introduces a fresh perspective on the role of the principal in environmental conservation. Its novelty lies in an inquiry that transcends the administrative boundaries of the Adiwiyata program, placing greater emphasis on leadership strategies for constructing an ecological culture within educational institutions.

As the apex leader of an educational institution, the principal holds a crucial role in formulating policies oriented toward improving instructional quality. The position is equally vital as a motivating force for all members of the school community, including teaching staff, administrative personnel, and students (Siregar et al., 2022). The quality of an educational institution is highly dependent on the principal as the primary driving agent, whose performance is closely intertwined with the effectiveness of the leadership style employed. Principals are, accordingly, expected to continually foster innovation through new programs in order to manage learning optimally (Ningsih, 2024). The application of effective principal leadership strategies in building teamwork has been shown to produce three primary outcomes: improved teacher discipline, strengthened parental participation, and the creation of a positive learning environment (Styawan et al., 2025).

In practical field implementation, Adiwiyata policy execution frequently reveals marked quality disparities across institutions. SDN Duren Jaya IV in Bekasi City is a public school that has successfully established a robust environmental management system, having attained the city-level Adiwiyata distinction in 2017 and subsequently achieving and renewing that status at the provincial level in 2024 through close collaboration with parents and surrounding communities. By contrast, SDN Aren Jaya VIII in Bekasi City continues to face starkly contrasting challenges in sustaining program consistency, with its environmental culture tending toward stagnation and regression shortly after formal assessment processes conclude.

Method

This disparity presents a compelling case for comparative analysis using the STAR method (Situation, Task, Action, Result). The STAR method articulates situations, challenges, actions, reflections, results, and impacts (Andi Anggraeni et al., 2024) and serves to systematically examine the actual conditions of environmental management, the principal's primary managerial duties, the operational actions undertaken, and the tangible outcomes achieved by each institution. This approach facilitates the mapping of the problem background (Situation), the formulation of targets (Task), the execution of appropriate steps (Action), and the evaluation of resulting impacts (Result) (Sri Rahayu & Abdussyukur, 2024). The STAR-based comparative approach is considered relevant for identifying the managerial factors that contribute to differences in environmental quality, as well as for providing concrete improvement recommendations. This comparative study is expected to serve as a reference for schools, educators, and policymakers in accelerating the Adiwiyata program and developing child-friendly schools at a macro scale.

This study employs a qualitative-descriptive approach with a comparative study design. Qualitative-descriptive research with comparative study means that the researcher describes in depth the conditions of each object and then compares them to identify similarities, differences, strengths, and weaknesses within a particular context (Zaenuri & Dhorifuddin, 2022). According to Sahir as cited in (Maulinas, 2024) Comparative research is conducted to compare research objects across different subjects and identify causal relationships without applying t (Yuliani, 2018). The qualitative approach was selected to capture the depth of meaning, social dynamics, leadership commitment, and the complexity of

principal leadership that cannot be measured solely through numerical statistical instruments. The comparative study was applied to juxtapose two public elementary school units operating under the same regional regulations yet yielding different environmental culture quality levels, with the aim of identifying the managerial root causes underlying these differing outcomes.

The study was conducted at two public elementary educational institutions in Bekasi City, West Java. SDN Duren Jaya IV is located in the East Bekasi District, Bekasi City. This school holds an A-level accreditation, has held the Bekasi City Adiwiyata distinction since 2017, and successfully accelerated its quality renewal to the West Java Provincial level in 2024. SDN Aren Jaya VIII is also situated within Bekasi City. This school was selected as the comparative locus because its Adiwiyata environmental culture movement continues to face continuity obstacles, limited daily supervision, and suboptimal utilization of available land, resulting in program stagnation.

Research Timeline

This study was conducted periodically throughout the 2025-2026 academic year with the aim of observing the dynamics of school community commitment and the sustainability of environmental care culture at various points in time. The observation process was specifically designed to record school routines outside of official evaluation schedules, so that the collected data are authentic, objective, and free from the bias of momentary behavioral changes (s sekolah serta keberlanjutan budaya peduli lingkungan pada berbagai waktu. Proses observasi dirancang khusus untuk merekam rutinitas sekolah di luar jadwal evaluasi resmi, sehingga data yang dikumpulkan bersifat autentik, objektif, dan terhindar dari bias perubahan perilaku sesaat (*Hawthorne effect*)

Population and Sample

The population of this study encompassed the entire human ecosystem present at both institutions, comprising the principals, all teachers, administrative staff, committee members, and all students at SDN Duren Jaya IV and SDN Aren Jaya VIII, Bekasi City. Sampling was conducted using *purposive sampling* to select key informants (*key informants*) who were most competent and knowledgeable regarding the technical data of the research objects. The selected informant sample comprised: (1) the Principal of each institution , (2) the School Adiwiyata Team Coordinator, (3) Class Teachers integrating environmental curricula, (4) School Committee members representing the parental constituency, and (5) Local RT/RW neighborhood association representatives from the surrounding community.

Sampling Technique

In addition to *purposive sampling*, the researcher also combined this with *snowball sampling* in the field. This step was taken to trace the validity of data related to the realization of environmental budget expenditure and the effectiveness of daily supervision, through a chain of information from the BOSP treasurer, school cleaning staff, and student representatives who serve as environmental cadektivitas pengawasan harian melalui informasi berantai dari bendahara BOSP, petugas kebersihan sekolah, hingga perwakilan siswa yang res. Sampling was discontinued upon the achievement of data saturation (*data saturation*).

Data Collection Technique

Data collection was conducted naturalistically (*natural setting*) through methodological triangulation:

1. Field Observation (Non-Participant): Visually inspecting the actual conditions of hydroponic installations, toilet hygiene, waste bin segregation, the tidiness of medicinal plant gardens, and the utilization of vacant land at both locations.

2. In-depth Interview (*In-depth Interview*): Using a semi-structured interview guide based on the STAR chronology to explore principals' visions, psychological barriers, rationales behind budget policy decisions, and patterns of supervisory control.

3. Documentation Study: Collecting official school archives comprising the School-Level Curriculum (KTSP) blueprint documents, School Activity and Budget Plans (RKAS), Working Group (Pokja) Team Decrees (SK), joint duty roster photo documentation, and the upload log history of digital file submissions on the Adiwiyata online instrument portal.

Data Analysis

The qualitative data analysis process followed the interactive model of Miles, Huberman, and Saldana, comprising data reduction (selecting and focusing interview transcripts), data presentation (constructing a comparative matrix across components), and conclusion drawing. Data were analyzed critically through cross-referencing with (menyeleksi dan memfokuskan transkrip wawancara), penyajian data (menyusun matriks komparatif antarkomponen), dan penarikan kesimpulan. Data dianalisis secara kritis dengan membenturkannya pada teori *eco-leadership* theory and were dissected within the STAR analytical framework to examine the causal relationships inherent in each managerial action taken by the principals.

Data Presentation

Data were presented in the form of a rich, structured, and in-depth descriptive narrative. The researcher juxtaposed an langsung (*verbatim* quotations from informants with field observation notes and RKAS document analyses. Data alignment in the form of a STAR comparative matrix table was employed to facilitate transparent, fair, and balanced reader comprehension of the differing leadership strategy portraits at both schools.

Results and Discussion

Based on the qualitative data analysis results collected through methodological triangulation, the researcher conducted an in-depth examination of the full spectrum of principal leadership strategy portraits at both research loci. The discussion structure below is rigorously dissected using the Metode STAR (Situation, Task, Action, Result) analytical framework to uncover the determinants of acceleration success as well as the root causes of environmental culture stagnation at the respective schools.

1. **ANALYSIS OF SDN DUREN JAYA IV (Acceleration/Success School Locus)**
   a. **Situation (Initial Situation at SDN Duren Jaya IV)**

      At the outset of the Adiwiyata program's inception, SDN Duren Jaya IV confronted a set of fairly complex urban school challenges. The school had limited green open space due to the dense built-up nature of the East Bekasi residential area. The schoolyard was dominated by cement plaster and paving blocks designated for ceremonial use, while the remaining vacant land was confined to narrow corners and an untidy back courtyard.

      From a funding perspective, the school was highly dependent on the strictly regulated BOSP fund, whose allocations are prohibited from being spent on elaborate physical garden construction and must instead be prioritized toward students' academic instructional activities. Initial student awareness regarding waste segregation was also low; leaf waste from shade trees beyond the school fence and canteen plastic waste frequently accumulated in school drainage channels, creating an unsightly environment at the start of each academic year.

   b. **Task (Managerial Tasks of the Principal of SDN Duren Jaya IV)**

      Confronted with these physical and budgetary constraints, the principal of SDN Duren Jaya IV assumed substantial core managerial responsibilities. In accordance with the PBLHS Movement regulations (Ministry of Environment and Forestry Regulation No. 52 of 2019), the principal was required to transform the school from its City-level Adiwiyata status (achieved in 2017) to the Provincial level by 2024. The principal's primary tasks were:

1) Formulating internal school governance policies capable of binding the commitment of all teachers and staff to prevent deterioration in program quality.
2) Developing accountable budget planning within the RKAS to guarantee the maintenance of green facilities without contravening the technical guidelines for BOSP fund utilization.
3) Establishing a functional environmental working group (pokja) structure with clear task delineation that extends beyond mere paper formality.
4) Building an independent student cadre system so that the environmental care culture can operate in a relay-like and sustained manner.

c. Action (Strategic Actions Implemented)

To fulfill these managerial tasks, the principal of SDN Duren Jaya IV undertook a series of concrete, innovative, participatory, and digitally-grounded actions, articulated across four pillars of the movement:

d. Policy Formulation & Cohesive Team Organization

The principal issued an official Decree (SK) establishing the School Adiwiyata Success Team, encompassing all teachers, school guards, and committee representatives. The principal divided the team into specific working groups, including the Hydroponics Pokja, Composting Pokja, Biopore Pokja, Sanitation Pokja, and Environmental Cleanliness Pokja. Each pokja was provided with a written task control manual (erwakilan komite. Kepala sekolah membagi tim ke dalam pokja-pokja spesifik, seperti Pokja Hidroponik, Pokja Komposting, Pokja Biopori, Pokja Sanitasi, dan Pokja Kebersihan Lingkungan. Setiap pokja diberikan buku kendali tugas tertulis (*SOP*) whose progress was required to be reported monthly at internal working meetings. This policy was directly integrated into the school's School-Level Curriculum (KTSP

e. Inovasi Gerakan "Sumbang Pohon" & Pengelolaan Sarana Fisik

To overcome budget limitations for plant procurement, the principal launched a creative social initiative in the form of the **Gerakan "Sumbang Pohon"**. This policy invited voluntary participation from teachers, staff, and parents through the School Committee organization to donate at least one pot of ornamental plants, family medicinal herbs (TOGA), or productive fruit plants to the school. The principal led by example, bringing the first plant from her own residence. Every narrow patch of land and the school fence walls were then creatively utilized through vertical garden methods and neatly arranged PVC pipe hydroponic installationsl satu pot tanaman hias, tanaman obat keluarga (TOGA), atau tanaman buah produktif ke sekolah. Kepala sekolah memberikan contoh pertama dengan membawa tanaman dari kediaman pribadinya. Selanjutnya, setiap sudut lahan sempit dan dinding pembatas pagar sekolah dimanfaatkan secara kreatif menggunakan metode *vertical garden*. The back courtyard area was transformed into a verdant medicinal herb garden. An in-depth interview with the Adiwiyata Coordinator revealed: gan Koordinator Adiwiyata mengungkapkan: *"Gerakan Sumbang The Donate a Tree Movement was highly effective. In a short time, we managed to collect and arrange nearly 1,000 trees at the school without placing an excessive burden on the BOSP operational BOSP secara berlebihan."*

f. Pembentukan Kader "Duta Sampah" & Aktivitas Partisipatif Siswa

At the student level, the principal shifted away from a rigid instructional approach toward a student-centered action model (*student-centered action*). The principal facilitated the formation of environmental cadres designated "Duta Sampah" dan "Duta Kebersihan" at every upper grade level (Grades 4, 5, and 6). Selected students wore special sashes during break times and acted as sebaya

(*peer-educator*). Their duties included reprimanding fellow students who littered, guiding organic and inorganic waste segregation outside classrooms, and managing the operation of the School Waste Bank. Organic leaf waste was periodically collected and processed in the compost house into independent organic fertilizer using a shredding machine. Meanwhile, economically valuable inorganic plastic waste was weighed, recorded in students' Waste Bank savings passbooks, and channeled to external waste collectors to supplement the environmental working group's funds.ta mengelola jalannya Bank Sampah Sekolah. Organic leaf waste was periodically collected and processed in the compost house into independent organic fertilizer using a shredding machine. Meanwhile, economically valuable inorganic plastic waste was weighed, recorded in students' Waste Bank savings passbooks, and channeled to external waste collectors to supplement the environmental working group's funds.ntara sampah anorganik plastik yang bernilai ekonomis ditimbang, dicatat dalam buku tabungan Bank Sampah siswa, dan disalurkan ke pengepul luar untuk menambah kas pokja lingkungan siswa.

g. Periodic BOSP Budget Optimization & Digital Governance

The principal implemented disciplined financial management by locking environmental maintenance budget allocations within the RKAS document on a routine basis every two years. These funds were specifically earmarked for repairing hydroponic water installations, purchasing seeds, maintaining toilet filters, and procuring new segregated waste bins.

The principal additionally leveraged advances in information technology to support governance transparency. The principal directly supervised the administrative team in managing the school's official email accountrol langsung tim administrasi dalam mengelola *email* for Adiwiyata instrument correspondence, and in periodically uploading all digital physical evidence documents, including activity photographs, financial reports, and environmentally-based learning syllabi, to the national Adiwiyata online portal. This digital data monitoring served as a critical navigational tool for the principal in measuring school readiness ahead of field verification by external assessment teams.

h. Building External Partnerships Beyond the School Fence

The leadership actions of the SDN Duren Jaya IV principal extended beyond the school fence through the cultivation of social networking partnerships (*social networking* with neighborhood association (RT/RW) administrators in the Duren Jaya Village area. The principal initiated the **Budaya Piket Bersama** every Friday morning, in which the cleaning radius extended 50 meters beyond the school gate, encompassing the clearing of residents' road drainage channels and the arrangement of ornamental plants along the sidewalk in front of the school. This synergy was reinforced through periodic technical guidance from the Bekasi City Environment Agency (LH) and the integration of the Child-Friendly School (SRA) program monitored directly by the Agency for Women's Empowerment, Child Protection, and Family Supervision (DP3A).

i. Result (Outcomes and Impact at SDN Duren Jaya IV)

The series of STAR Method-grounded transformational actions led by the principal of SDN Duren Jaya IV yielded outcomes (*outcome*) that were highly significant and commendable:

1) Highest Distinction Achievement: SDN Duren Jaya IV successfully accelerated its quality and attained as well as renewed its status as a West Java Provincial Adiwiyata School in 2024. Its data management on the digital portal was recognized as among the best at the city level.

2) Terbentuknya Budaya Ekologis Mandiri: Terjadi perubahan perilaku (*behavioral change*) among students. The awareness of segregating waste and tending to plants no longer operated out of fear of punishment or awaiting teacher instructions, but grew organically into an intrinsic environmental care character. The presence of Waste Ambassadors was instrumental in creating a school environment free of daily plastic waste.
3) Keberlanjutan Fisik Sarana (*Sustainability*): The policy of locking the BOSP budget allocation every two years ensured that all hydroponic facilities, medicinal herb gardens, and vertical gardens remained well-maintained, thriving, and productive, even long after formal assessment periods concluded. The school was transformed into a green, child-friendly natural laboratory.
4) Robust Social Support: The harmonious relationship with the RT/RW neighborhood associations and the School Committee created a social bulwark that consistently maintained cleanliness in the environment surrounding the school, preventing the emergence of illegal waste disposal sites near the school gate.

2. ANALYSIS OF SDN AREN JAYA VIII (Challenge/Stagnation School Locus)

a. Situation (Initial Situation at SDN Aren Jaya VIII)

SDN Aren Jaya VIII actually possessed a highly advantageous initial physical endowment. The school stands on a relatively larger plot of land compared to SDN Duren Jaya IV. Several parcels of vacant land are located along the sides of classrooms and in the central courtyard area, holding potential for development into a small school forest, fruit garden, or mini botanical garden.

However, the psycho-organizational situation at this school was considerably unfavorable. The school community's initial commitment to the environmental program remained musiman. Ketika program Adiwiyata pertama kali dicanangkan di tingkat kota, seluruh staf bergerak aktif, namun motivasi tersebut menurun drastis setelah tim penilai pulang. Warga sekolah memandang Adiwiyata sebagai beban kerja administratif tambahan (*overload*) rather than as an integral component of student character development.

b. Task (Managerial Tasks of the Principal of SDN Aren Jaya VIII)

In accordance with the elementary education quality development blueprint for Bekasi City, the principal of SDN Aren Jaya VIII bore equivalent managerial tasks:

1) Reactivating the PBLHS Movement that had stagnated following the city-level assessment.
2) Managing, organizing, and optimizing the utilization of the school's vacant land to prevent it from falling into neglect.
3) Formulating task distributions for the environmental working group capable of mobilizing teacher participation equitably and evenly.
4) Wisely allocating school budgets for the maintenance of physical environmental facilities that had begun to deteriorate.

c. Action (Managerial Actions Implemented)

In executing these tasks, the principal of SDN Aren Jaya VIII pursued managerial actions that tended to be conventional, rigid, and lacking in variety, analyzed as follows:

1) Model Kepemimpinan Instruksional Pasif (*Top-Down*)

The principal's actions in policy formulation tended toward administrative formalism. Although the principal did establish the Adiwiyata team and compile documentationmen di atas kertas, namun pembagian tupoksi kerja tidak diiringi dengan pembekalan SOP yang detail di lapangan. Model instruksi

yang digunakan bersifat searah (*teacher-centered command*). The principal rarely directly accompanied pokja activities in the field, and coordination was limited to brief verbal instructions during Monday flag ceremonies or when official circulars arrived from the education agency regarding instrument data updates (Suttrisno, 2021).

2) Insufficient Innovation in Land and Waste Management

Physical environmental management at SDN Aren Jaya VIII progressed slowly because the principal remained constrained by the classic excuse of limited operational budget. No social innovation (such as a donate-a-tree movement in collaboration with the school committee) was launched to circumvent procurement funding limitations. As a result, the extensive vacant land within the school grounds was left neglected, unattended, barren, and overgrown with unsightly wild shrubs.

Waste management methods also remained conventionally traditional: waste from classrooms was collected by students into a single large, mixed waste bin (with no actual segregation) and then transported by the school guard to a disposal area in the back courtyard corner for burning or collection by the city sanitation truck. The school possessed neither an independent compost house nor a Waste Bank program that could harness students' creativity.

3) Instructive and Momentary Student Participation

At the student level, the principal did not build an independent cadre system such as the formation of peer Waste Ambassadors. Student participation in maintaining school cleanliness remained heavily dependent on strict supervision, reprimands, or direct punishment from respective class teachers. During break times, when teachers were in the staffroom, students reverted to discarding plastic food wrappers in the schoolyard or in classroom desk drawers. Habits of maintaining environmental cleanliness emerged only as a fear response to sanctions, rather than from a deeply internalized ecological ethics awareness.

4) Weak BOSP Budget Control & Digital Governance

In terms of financial management, the principal of SDN Aren Jaya VIII had not yet positioned environmental maintenance as a primary priority within the RKAS document. The school's operational budget was entirely absorbed by routine cognitive programs, textbook procurement, and daily office operations. Consequently, when the toilet's clean water supply became clogged or garden plants died from drought, repairs could not be carried out promptly due to the absence of pre-locked dedicated budget allocations.

Additionally, digitally-based administrative governance at this school had not yet operated optimally. Self-assessment instrument completion on the Adiwiyata online platform was frequently delayed and experienced difficulties in providing complete supporting documentation, due to the poor physical filing system maintained by an ad-hoc pokja team that disbanded once the assessment process concluded.rm online Adiwiyata sering kali terlambat dan mengalami kendala kelengkapan berkas pendukung, akibat buruknya sistem pengarsipan berkas fisik kegiatan oleh tim pokja yang bersifat *ad-hoc* (bubar setelah penilaian selesai).

5) Limited External Partnership Relations

External partnership building at this school was severely limited. The relationship with the School Committee organization operated only at the level of a formal early-year meeting to discuss general educational operational contributions, without ever being directed toward formulating a joint

environmental action program. Communication with local RT/RW neighborhood association administrators was equally passive; the school stood as an ivory tower isolated from the social dynamics of the surrounding community, such that the area outside the school gate frequently appeared squalid with street vendor plastic waste left strewn about.

6) Result (Outcomes and Impact at SDN Aren Jaya VIII)

The less innovative and passive managerial action choices yielded *outcome*qualitative outcomes that were far from satisfactory for SDN Aren Jaya VIII:

a) Stagnasi Program (*Program Revers*): Gerakan Adiwiyata di SDN Aren Jaya VIII mengalami gejala jalan di tempat bahkan penurunan kualitas (*revers*). The school lost its momentum to elevate its environmental quality status to the provincial level and became trapped in minimalistic routine administrative compliance at the city level.

b) Absence of a Permanent Environmental Culture: The failure to establish waste ambassador cadres resulted in students lacking critical thinking independence and ecological awareness. A clean culture appeared only as a superficial cosmetic display when the school received official agency visits, reverting to a squalid state during normal daily activities.

c) Facility Deterioration and Neglect: The absence of committed budget allocations locked within the RKAS caused existing garden physical facilities to deteriorate, dry out, and vacant land to be repurposed as storage space for broken furniture left in disrepair.

d) Absence of Social Synergy: The isolation from RT/RW neighborhood associations meant that the ecosystem surrounding the school did not support the creation of a healthy, safe, and hygienic Child-Friendly School (SRA) environment at a macro level.

3. COMPARATIVE SYNTHESIS: DISSECTING THE ROOT CAUSES OF QUALITY DIFFERENCES (STAR Matrix Table)

To provide a concise, precise, and readily comprehensible overview of the essential differences in the leadership strategies of both elementary school principals, the researcher constructed the following STAR Method-based synthesis matrix:

Table 2: STAR Method-Based Leadership Strategy Comparison Matrix

STAR Dimension	SDN Duren Jaya IV (Acceleration/Provincial)	SDN Aren Jaya VIII (Stagnation/City)	Critical Learning Insights
S - SITUATION *(Situasi Awal)*	Lahan sempit urban, halaman dominan semen, keterbatasan dana fisik, penumpukan sampah daun/plastik awal semester.	Abundant and extensive vacant land, yet school community commitment was musiman/instan; Adiwiyata dianggap beban kerja tambahan.	Extensive physical capital (SDN Aren Jaya VIII) is futile if not accompanied by healthy organizational social capital readiness.

T - TASK ***(Tugas Pemimpin)***	Breaking through spatial constraints to leap forward and attain the West Java Provincial Adiwiyata renewal distinction in 2024.	Reactivating the dormant PBLHS movement and organizing vacant land to be productive and educationally valuable.	The leader's task is not merely to maintain written documentation, but to transform values into concrete daily actions.
A - ACTION ***(Aksi Nyata)***	1. Kebijakan KTSP mengikat hukum organisasi. 2. Inovasi Gerakan "Sumbang Pohon" (1000 pohon). 3. Kaderisasi "Duta Sampah" sebaya siswa. 4. Bank Sampah ekonomi & rumah kompos mandiri. 5. Anggaran BOSP dikunci rutin tiap 2 tahun. 6. Tata kelola digital portal aktif via *email* resmi. 7. Piket bersama radius luar pagar bersama RT/RW.	1. Kepemimpinan instruksional pasif searah (*top-down*). 2. Lahan kosong dibiarkan gersang & penuh semak liar. 3. No cadre development; student participation driven by fear of sanctions. 4. Pengelolaan sampah konvensional kumpul-angkut-bakar. 5. Environmental budget entirely absorbed by routine operations. 6. Online portal reporting frequently delayed & files incomplete. 7. Hubungan eksternal pasif terisolasi dari masyarakat sekitar.	Transformational-participatory action (SDN Duren Jaya IV) that reaches into digital and social partnership domains has proven far more effective in mobilizing the ecosystem than passive conventional-instructional action.
R - RESULT ***(Hasil Akhir)***	1. Sukses meraih Adiwiyata Tingkat Provinsi (2024). 2. Terbentuk karakter peduli lingkungan hidup organik siswa. 3. Fasilitas hijau hidroponik lestari berkelanjutan jangka panjang. 4. Terwujud sinergi Sekolah Ramah Anak (SRA) bersama LH & DP3A.	1. Stagnasi program jalan di tempat tingkat kota. 2. Kultur bersih musiman; halaman kembali kotor saat jeda pengawasan. 3. Garden facilities deteriorated and vacant land left neglected. 4. Surrounding school ecosystem squalid and isolated	Outstanding final outcomes (distinction and sustainable culture) are the logical consequence of exemplary conduct, supervisory consistency, and principled budget commitment from the leader.

	from RT/RW support.

Conclusion

Based on the results of the comparative analysis employing the STAR Method (Situation, Task, Action, Result) analytical framework applied to the principal leadership strategies at both research loci, three fundamental conclusions can be drawn as responses to the research problem formulation:

1. Root Causes of Acceleration Success (SDN Duren Jaya IV): The quality leap achieved by SDN Duren Jaya IV in attaining the Provincial Adiwiyata distinction is rooted in the Transformational-Innovative Leadership Action (insi bersumber pada Aksi (*Action*) carried out by the principal. The principal successfully transformed spatial and budgetary constraints through the social innovation of the "Donate a Tree" Movement and the establishment of an independent student cadre system through peer "Waste Ambassadors." Clear budget commitment through the biennial locking of BOSP funds specifically for ecological maintenance, combined with disciplined management of the digital portal instrument via the school's official lui inovasi sosial Gerakan "Sumbang Pohon" dan pembentukan sistem kaderisasi mandiri peserta didik lewat "Duta Sampah" sebaya. Keberpihakan anggaran yang jelas dengan mengunci dana BOSP setiap dua tahun khusus untuk pemeliharaan ekologis, serta disiplin pengelolaan instrumen digital portal melalui *email*email, produced tangible outcomes in the form of an organic, self-sustaining, and long-term environmental care culture (Result).ng (*Result*).
2. Root Causes of Stagnation (SDN Aren Jaya VIII): The failure of program continuity at SDN Aren Jaya VIII is attributable to Passive-Instructional Leadership Action implemented in a unidirectional (onal-Pasif yang dijalankan secara searah (*top-down*). Kepala sekolah gagal memanfaatkan modal situasi (*Situation*) of extensive vacant land, due to weak daily supervision functions, the absence of binding pokja working SOPs, and the lack of planned environmental budget allocations within the RKAS. As a consequence, school community and student participation became trapped in the formality of seasonal administrative compliance only ahead of assessments, triggering outcomes of neglected physical garden facilities and deterioration of the cleanliness culture following the assessment period (Result).an lingkungan yang terencana di RKAS. Dampaknya, partisipasi warga sekolah dan siswa terperangkap pada formalitas pemenuhan administratif musiman menjelang penilaian saja, sehingga memicu hasil berupa terbengkalainya sarana taman fisik dan penurunan kualitas budaya kebersihan pasca-penilaian (*Result*).
3. Rekomendasi Revitalisasi Berbasis Praktik Baik (*Best Practices*): To resolve the continuity constraints at SDN Aren Jaya VIII, the school principal is recommended to promptly revitalize the leadership model by adopting the action model of SDN Duren Jaya IV. Urgent operational steps include: (a) restructuring the Adiwiyata pokja team with rigid written task SOPs, (b) launching a participatory partnership movement with the School Committee and RT/RW associations for vacant land management, (c) establishing a student "Environmental Ambassador" cadre as a driver of independent habits in classrooms, and (d) exercising disciplined financial planning within the BOSP RKAS document with specially locked allocations to guarantee long-term child-friendly school infrastructure stability.nannya dengan mengadopsi model aksi dari SDN Duren Jaya IV. Langkah operasional yang mendesak dilakukan meliputi: (a) restrukturisasi tim pokja Adiwiyata dibekali SOP tugas tertulis yang rigid, (b) meluncurkan gerakan kemitraan partisipatif bersama Komite dan pengurus RT/RW untuk penataan lahan kosong, (c) membentuk kader "Duta Lingkungan" siswa sebagai penggerak kebiasaan mandiri di

kelas, serta (d) melakukan perencanaan keuangan yang disiplin dalam dokumen RKAS BOSP yang dikunci khusus demi jaminan stabilitas pemeliharaan sarana prasarana sekolah ramah anak berskala makro.

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