



Implementation of the Adiwiyata School Program at Kembaran Public Elementary School, Kembaran Subdistrict, Banyumas Regency, 2024

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Abstract

This study examines the implementation of the Adiwiyata School Program at SD Negeri Kembaran, Kembaran District, Banyumas Regency, by applying George C. Edward III's policy implementation framework, which consists of communication, resources, disposition, and bureaucratic structure. A descriptive qualitative approach was employed, with data collected through interviews, observations, and document analysis. The data were analyzed using data reduction, data display, and conclusion drawing, while data validity was ensured through source and method triangulation. The findings indicate that the Adiwiyata Program at SD Negeri Kembaran has been implemented relatively well and is integrated into both curricular and extracurricular activities. The program has successfully fostered students' environmental awareness, reflected in daily habits such as maintaining classroom cleanliness, sorting waste, and reusing materials through recycling activities. The effectiveness of implementation is supported by strong communication among stakeholders, adequate supporting facilities, and the commitment of school leadership and teachers. However, several challenges remain, including limited human resources, uneven participation among school members, and suboptimal administrative management. Continuous improvement is therefore required to strengthen participation and ensure the sustainability of environmental education within the school.

Keywords: Adiwiyata Program, Elementary School, Environmental Education, Policy Implementation, Sustainable Behavior.



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INTRODUCTION

Implementation of policy constitutes a critical stage within the public policy cycle because it determines whether formulated intentions are translated into effective actions at the field level, particularly when success is contingent upon clarity of communication, adequacy of resources, and commitment among implementing actors (Edward III, 1980). Contemporary policy studies further emphasize that implementation is not merely a technical phase but a dynamic arena in which institutional interpretation, administrative capacity, and contextual adaptation interact to shape policy outcomes in educational settings (Alifiani et al., 2024). The effectiveness of policy execution is also strongly associated with structured governance, where bureaucratic arrangements and resource distribution operate in a coordinated manner to ensure program continuity and goal attainment (Sutikno et al., 2023). Within this framework, environmental education policies such as the Adiwiyata School Program are increasingly positioned as strategic instruments for embedding sustainability values into formal schooling systems, reflecting the broader global shift toward education for sustainable development in response to environmental crises (KLHK, 2024).

Recent scholarly discourse indicates that the implementation of environmentally oriented school programs has demonstrated positive contributions to student environmental awareness when supported by participatory learning structures and institutional commitment, yet these findings remain uneven across different educational contexts (Suryani & Dafit, 2022). Empirical studies further suggest that Adiwiyata initiatives can strengthen environmentally responsible behavior among students through experiential activities embedded in school routines, although such impacts are often mediated by leadership support and teacher engagement levels (Khalifah et al., 2025). Other research highlights that program effectiveness is closely tied to the integration of environmental themes within curricula and

school policies, indicating that curricular embedding enhances the sustainability of behavioral change processes (Rahman et al., 2023). Despite these insights, the literature tends to converge on outcome-oriented analyses rather than critically interrogating the underlying implementation mechanisms that produce such outcomes in primary education contexts.

However, existing studies reveal notable limitations in conceptual depth and empirical scope, particularly in their tendency to treat implementation as a linear process rather than a complex interaction of communication flows, resource constraints, actor dispositions, and bureaucratic structures as articulated in implementation theory (Edward III, 1980). In addition, inconsistencies emerge regarding the relative importance of institutional versus cultural factors, as some studies emphasize policy design while others foreground school-level agency without integrating both dimensions into a coherent analytical model (Anta & Simanungkalit, 2022). Research on Adiwiyata implementation at the elementary school level remains limited, especially in rural or semi-urban regions where infrastructural and coordination challenges may significantly alter policy execution dynamics (Lestari et al., 2024). Furthermore, there is a lack of localized empirical evidence that systematically examines how implementation barriers manifest within specific school ecosystems, particularly in Banyumas Regency, creating a fragmented understanding of policy realization in practice.

The urgency of addressing these gaps is reinforced by the increasing global environmental crisis, where education systems are expected to play a central role in achieving sustainability-oriented behavioral transformation aligned with the Sustainable Development Goals, particularly SDG 13 on climate action (United Nations, 2023). In Indonesia, persistent issues such as inadequate school sanitation systems, limited waste management practices, and inconsistent environmental habituation among students underscore the necessity of strengthening school-based environmental governance mechanisms (BPS, 2024). Schools are therefore not only expected to transmit environmental knowledge but also to institutionalize ecological values through structured and sustained practices that influence daily behavior. The Adiwiyata Program emerges as a strategic policy instrument in this regard, yet its effectiveness remains dependent on the consistency of implementation across policy layers and school actors, highlighting the need for more granular implementation studies that capture real-world complexity.

Within this scholarly landscape, this research positions itself by shifting analytical attention from outcome-based evaluations of Adiwiyata programs toward a process-oriented examination of policy implementation at the elementary school level. Rather than assuming uniform success of the program across institutions, this study interrogates how communication patterns, resource availability, actor commitment, and bureaucratic structure interact within the specific context of Kembaran Public Elementary School in Banyumas Regency. This positioning enables a more nuanced understanding of how national environmental education policies are interpreted and enacted at the micro level, particularly within schools that operate under varying institutional capacities and socio-educational conditions. The study also extends the application of Edward III's implementation framework into the domain of elementary environmental education, where its explanatory potential remains underexplored.

This research aims to analyze the implementation of the Adiwiyata School Program at Kembaran Public Elementary School in 2024 by examining the dynamics of policy execution through the lens of communication, resources, disposition, and bureaucratic structure, while simultaneously identifying supporting and inhibiting factors that influence program effectiveness in practice. Theoretically, the study contributes to the enrichment of policy implementation literature by contextualizing Edward III's model within environmental education at the elementary level, offering empirical refinement of its conceptual dimensions. Methodologically, it provides a structured case-based inquiry that captures the complexity of school-level policy enactment, thereby offering a grounded perspective that can inform both future research and practical policy improvement in sustainable education governance.

RESEARCH METHODS

This study employs an empirical qualitative research design using a descriptive case study approach, as the investigation is grounded in real-world field data derived from policy implementation practices within educational and governmental settings. The research is conducted at the Kembaran Public Elementary School and the Environmental Agency of Banyumas Regency, which serve as the primary sites for examining the implementation of the Adiwiyata School Program in 2024 within a contemporary pedagogy and learning science framework. Participants are selected through purposive

sampling to ensure that informants possess direct relevance to the implementation process, including the Head of Operational Service Administration at the Environmental Agency, the principal of Kembaran Public Elementary School, teachers, students, and parents as key stakeholders involved in policy enactment and reception (Edward III, 1980). This selection strategy enables the study to capture multi-layered perspectives on how environmental education policy is operationalized at the school level, particularly in relation to institutional coordination and pedagogical practices.

Data collection techniques include semi-structured interviews, direct observation, and document analysis, where interviews are designed to explore implementation experiences, perceptions, and challenges faced by stakeholders in executing Adiwiyata program components. Observational data are gathered from school and institutional environments to capture the actualization of environmental policies in daily routines, while documents such as school regulations, curriculum integration plans, and official program reports are analyzed to complement field findings. Research instruments consist of interview guidelines, observation sheets, and document analysis frameworks, all of which are developed based on the dimensions of policy implementation, namely communication, resources, disposition, and bureaucratic structure, ensuring conceptual alignment with the analytical framework (Alifiani et al., 2024). To ensure validity and reliability, the study applies triangulation of data sources and methods, allowing cross-verification of findings across different informant groups and data types. Data analysis follows an interactive model consisting of data condensation, data display, and conclusion drawing, enabling systematic interpretation of implementation patterns. Ethical considerations are strictly maintained through informed consent, confidentiality assurance, and voluntary participation, ensuring that all respondents are protected throughout the research process while maintaining academic integrity and transparency.

RESULTS AND DISCUSSION

Communication Aspect of the Adiwiyata School Program Implementation

The communication aspect in the implementation of the Adiwiyata School Program at SD Negeri Kembaran reflects a multi-layered policy transmission structure that operates within a broader governance system linking environmental and educational institutions. The empirical findings indicate that policy information flows through a predominantly hierarchical model originating from the Environmental Agency of Banyumas Regency and subsequently transmitted through the Education Office to the school level, which aligns with the structural logic of policy implementation proposed in implementation theory (Edward III, 1980). Within this configuration, clarity and consistency of information dissemination become decisive factors in shaping school-level understanding of program objectives, procedural requirements, and environmental standards. The study further reveals that communication is not limited to formal instruction but extends into continuous institutional interaction that reinforces policy interpretation at the operational level.

Table 1. Communication Patterns in Adiwiyata Program Implementation

No	Communication Pattern	Actors	Form of Communication
1	Top-down communication	DLH → Education Office → Principal → Teachers → Students	Socialization, coordination meetings, policy briefing
2	Internal school communication	Principal ↔ Teachers ↔ Adiwiyata Team	Monthly meetings, semester evaluation
3	Direct student communication	Teachers → Students	Environmental education and habituation
4	Media-based communication	Entire school community	WhatsApp groups, banners, school notice boards
5	Institutional mentoring	DLH ↔ School	Field visits, monitoring, evaluation

6	Partnership communication	School ↔ Village Government	Waste coordination	management
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The data in Table 1 demonstrate that communication is operationalized through a combination of formal hierarchical transmission and informal interactive channels, creating a hybrid model that enhances policy diffusion across institutional levels. The dominance of top-down communication indicates strong governmental control in policy direction, while internal and media-based communication mechanisms function as adaptive responses to ensure contextual understanding at the school level. This structure supports the argument that effective policy implementation requires not only directive clarity but also iterative communication loops that allow local actors to reinterpret policy in accordance with institutional capacity and environmental conditions (Suryani & Dafit, 2022). The presence of mentoring communication from the Environmental Agency further strengthens implementation fidelity by providing continuous guidance and corrective feedback.

Field observations also indicate that communication intensity increases during monitoring and evaluation phases, particularly through scheduled coordination meetings conducted monthly and semester-based evaluations involving school stakeholders. These interactions function not only as information dissemination forums but also as reflective spaces where implementation challenges are identified and collectively addressed. The involvement of teachers and principals in mediating information to students and parents highlights the role of school leadership as a critical communication bridge within the policy network. Such mediation ensures that environmental policy messages are translated into practical behavioral guidelines within daily school routines.

Beyond institutional communication, the integration of digital platforms such as WhatsApp groups and visual communication tools like banners and notice boards plays a significant role in reinforcing environmental messages. These media serve as continuous reminders that shape behavioral reinforcement among students, particularly in waste management and cleanliness practices. The use of multimodal communication also indicates an adaptation to contemporary educational environments where digital literacy supports policy dissemination effectiveness. This finding is consistent with the view that communication effectiveness in policy implementation is strongly influenced by both message clarity and channel diversity (Alifiani et al., 2024).

The study further reveals that communication extends beyond school boundaries through collaboration with the village government, particularly in waste transportation and environmental sanitation management. This inter-institutional linkage demonstrates that policy implementation is embedded within a broader ecological governance system rather than confined to school structures alone. Such collaboration strengthens the sustainability of environmental practices by integrating external support systems into school-based initiatives. Consequently, communication in the Adiwiyata program functions as both an instructional mechanism and a governance instrument that connects multiple stakeholders in a coordinated environmental education ecosystem.

The overall findings indicate that communication in the implementation of the Adiwiyata School Program at SD Negeri Kembaran is relatively effective due to its structured hierarchy, multi-channel dissemination, and sustained interaction among stakeholders. However, the reliance on top-down communication still suggests limited bidirectional policy negotiation at the grassroots level, which may constrain local innovation in program adaptation. Despite this limitation, the integration of internal communication, mentoring systems, and community partnerships contributes to strengthening policy comprehension and behavioral internalization among students. The communication structure thus plays a central role in transforming environmental policy from formal regulation into lived educational practice within the school environment.

Resource Aspect in the Implementation of the Adiwiyata School Program

The resource aspect in the implementation of the Adiwiyata School Program at SD Negeri Kembaran demonstrates that policy effectiveness is strongly contingent upon the availability and coordination of human, financial, and infrastructural resources within the school ecosystem. Empirical findings indicate that resource adequacy is not merely a matter of quantity but also involves the alignment of competencies, role distribution, and institutional commitment among stakeholders involved in program execution. Within the framework of policy implementation, resources function as

enabling conditions that determine whether communication and policy directives can be translated into operational practices at the school level (Edward III, 1980). The study reveals that resource mobilization in the Adiwiyata program is characterized by a hybrid configuration involving internal school actors and external institutional support.

Table 2. Classification of Human Resources in SD Negeri Kembaran

No	Human Resource Category	Position	Role in Adiwiyata Program
1	Internal leadership	Principal	Coordination and decision-making
2	Administrative team	Secretary & Treasurer	Program administration and budgeting
3	Teaching staff	Teachers	Learning integration and student guidance
4	Operational support	School staff	Environmental maintenance and logistics
5	Students	Learners	Main participants of environmental activities
6	External agency	Environmental Agency (DLH)	Mentoring and evaluation
7	Community support	Parents & Committee	Social and participatory support

The data in Table 2 illustrate that human resource distribution in the Adiwiyata program is structurally inclusive, involving both institutional and community-based actors in a coordinated implementation framework. The principal functions as the central coordinating authority, while teachers operationalize environmental learning through curriculum integration and habituation practices. External actors such as the Environmental Agency provide supervisory and mentoring functions that reinforce implementation quality and policy compliance. However, field data also indicate that overlapping responsibilities among teachers occasionally create workload imbalances, which may reduce implementation efficiency and limit program sustainability in certain operational areas.

Financial resources constitute another critical dimension of implementation, where funding sources are derived from multiple institutional channels including School Operational Assistance (BOS), performance-based BOS, Environmental Agency support, and non-routine funds from competition achievements. These financial inputs are primarily allocated for infrastructure development, environmental activities, and administrative support related to the Adiwiyata program. The study also finds that financial management is guided by efficiency principles, where resource optimization is achieved through community participation such as students bringing plants from home to support school greening initiatives. This practice reflects adaptive resource utilization that reduces dependency on formal budgets while strengthening participatory engagement among school stakeholders (Faiqotunnisa et al., 2024).

In addition to financial allocation, the availability of environmental infrastructure significantly shapes the effectiveness of program implementation. Observational data indicate that SD Negeri Kembaran has developed essential facilities such as waste segregation bins, composting systems, school gardens, and green spaces that support experiential environmental learning. These facilities function not only as physical infrastructure but also as pedagogical tools that facilitate contextual learning in environmental education. Nevertheless, documentation practices related to infrastructure management remain inconsistent, indicating a gap in administrative resource management that may affect long-term program monitoring and evaluation quality (Adelia & Purnamaningsih, 2024).

The integration of human, financial, and infrastructural resources demonstrates a relatively coherent implementation system that supports the operationalization of the Adiwiyata program at the school level. However, the study also identifies structural constraints, particularly in human resource

distribution and administrative workload, which may limit optimal program execution. Despite these challenges, the synergy between school actors and external stakeholders contributes to strengthening institutional capacity in sustaining environmental education practices. Resource availability thus functions not only as a technical requirement but also as a determinant of institutional readiness in embedding environmental values into school culture.

The findings suggest that resource management in SD Negeri Kembaran plays a pivotal role in translating environmental policy into practice through coordinated human involvement, diversified funding mechanisms, and supportive infrastructure systems. The interaction between these resource dimensions reflects an adaptive implementation model that aligns with contextual constraints while maintaining program continuity. Nevertheless, optimization is still required in terms of workload distribution and documentation systems to enhance accountability and sustainability. The resource aspect therefore emerges as both a strength and a developmental area in the ongoing implementation of the Adiwiyata School Program.

Disposition Aspect in the Implementation of the Adiwiyata School Program

The disposition aspect in the implementation of the Adiwiyata School Program at SD Negeri Kembaran reflects the degree of commitment, willingness, and behavioral orientation of implementing actors in translating environmental policy into daily school practices. Empirical findings indicate that the success of program implementation is not solely determined by structural readiness, but also by the internal motivation and normative commitment of school actors in sustaining environmental values. Within the framework of policy implementation, disposition functions as a behavioral catalyst that influences whether policy directives are executed consistently or only symbolically (Edward III, 1980). In this study, disposition emerges as a key determinant in shaping the sustainability of environmental habituation among students and school staff.

The data reveal that the principal and teachers demonstrate a relatively strong commitment to environmental education through consistent role modeling in cleanliness, waste reduction, and environmental discipline. This commitment is reflected in daily routines such as classroom cleanliness enforcement, plastic reduction practices, and active participation in environmental campaigns conducted within the school environment. Teachers are not only instructional agents but also behavioral exemplars who reinforce environmental norms through continuous habituation processes. Such practices indicate that policy implementation is internalized at the actor level rather than being limited to administrative compliance, thereby strengthening the cultural dimension of the Adiwiyata program.

Field observations further indicate that student participation in environmental activities such as “Friday Clean-Up,” recycling workshops, and school cleanliness competitions is relatively high and supported by motivational reinforcement mechanisms. The existence of symbolic incentives, including awards for clean classrooms, functions as an extrinsic motivational tool that encourages sustained student engagement in environmental practices. However, the findings also suggest that motivational distribution is not entirely uniform, as some students tend to participate primarily when rewards are emphasized rather than due to intrinsic environmental awareness. This condition reflects a transitional stage in behavioral internalization, where external motivation still plays a significant role in shaping environmental conduct.



Figure 1. Recycling Activities as Implementation of the 3R Principle in SD Negeri Kembaran

The activities shown in Figure 1 demonstrate that environmental disposition among school actors has evolved into structured practices that integrate creativity, responsibility, and environmental awareness. Students are actively involved in transforming waste materials into functional or artistic products, which not only strengthens environmental knowledge but also enhances experiential learning in sustainability education. These activities indicate that disposition is operationalized through repetitive practices that gradually shape behavioral consistency in environmental stewardship.

Despite the relatively positive disposition among school leaders and teachers, the study identifies several challenges related to uneven participation and dependency on external motivation. Some school members still perceive environmental activities as programmatic obligations rather than intrinsic behavioral commitments, which limits the depth of value internalization. This condition suggests that while dispositional commitment exists at the leadership level, its diffusion across all stakeholders remains partial and requires continuous reinforcement. Nevertheless, the presence of consistent role modeling by teachers contributes significantly to shaping student behavior through observational learning mechanisms, reinforcing the importance of exemplary leadership in policy implementation processes.

The disposition aspect in SD Negeri Kembaran indicates that the Adiwiyata Program has succeeded in fostering a moderately strong environmental commitment among key school actors, although full internalization among all participants has not yet been fully achieved. The interaction between leadership commitment, teacher modeling, and student participation forms a behavioral ecosystem that supports environmental habituation in school settings. However, the persistence of reward-dependent participation suggests the need for deeper value-based internalization strategies to strengthen intrinsic environmental awareness. Disposition, therefore, operates as both an enabling and transitional factor in the implementation of environmental education policy within the school context.

Bureaucratic Structure Aspect in the Implementation of the Adiwiyata School Program

The bureaucratic structure aspect in the implementation of the Adiwiyata School Program at SD Negeri Kembaran demonstrates how organizational design and procedural clarity shape the consistency of policy execution within the school environment. The empirical findings indicate that the implementation process is supported by a formal organizational arrangement that distributes responsibilities among school actors in a structured manner. Within the framework of policy implementation theory, bureaucratic structure serves as a mechanism that regulates task allocation and coordination flow, thereby reducing ambiguity in implementation processes and ensuring procedural accountability (Edward III, 1980). In this context, the school operates within a coordinated system that integrates leadership authority, teacher involvement, and external institutional support.

The Adiwiyata Program is operationalized through the establishment of a dedicated Adiwiyata team within the school structure, which functions as the main coordinating unit for planning, implementing, and evaluating environmental activities. This team is responsible for ensuring that all program components, including environmental policies, curriculum integration, participatory activities, and environmental infrastructure management, are implemented in accordance with established guidelines. Task distribution within the team is carried out based on functional roles and individual competencies, allowing each member to contribute according to their assigned responsibilities. However, field findings indicate that overlapping duties among teachers still occur, particularly when program responsibilities are combined with instructional workloads, which may reduce operational efficiency.

Coordination within the bureaucratic structure is conducted through regular internal meetings involving the principal, teachers, and the Adiwiyata team. These meetings are scheduled monthly to monitor ongoing activities and to identify operational challenges encountered during implementation. In addition to internal coordination, broader discussions are also conducted on a semester basis to evaluate program achievements and determine follow-up strategies. Such structured coordination mechanisms ensure that implementation does not operate in isolation but remains continuously monitored and adjusted based on field conditions and institutional needs.

Further findings show that bureaucratic coordination extends beyond internal school actors to include external stakeholders such as the Environmental Agency, school supervisors, and parents. These interactions are facilitated through consultation and discussion forums that allow alignment between

policy expectations and school-level implementation practices. The involvement of external actors contributes to strengthening accountability and ensuring that program implementation remains consistent with regulatory standards. Nevertheless, the study also identifies that coordination with external institutions occasionally requires additional time and administrative effort, particularly in aligning schedules and documentation requirements.

Despite these challenges, the existence of a structured bureaucratic system contributes positively to the overall implementation of the Adiwiyata Program by providing clarity in roles, procedures, and coordination pathways. The presence of a defined organizational structure enables the school to manage environmental activities more systematically, while also supporting the integration of sustainability values into daily school practices. However, the effectiveness of this structure is still influenced by human resource limitations and workload distribution issues, which require ongoing adjustment to improve efficiency. Bureaucratic structure, therefore, functions as both an enabling framework and a regulating mechanism that shapes the continuity and stability of environmental education implementation in the school context.

CONCLUSION

The implementation of the Adiwiyata Program at Kembaran Public Elementary School demonstrates a generally effective translation of environmental policy into school-based practice through the integration of communication, resources, disposition, and bureaucratic structure as outlined in Edward III's implementation model. Findings show that structured communication between the Environmental Agency, Education Office, school leadership, teachers, students, and parents plays a central role in ensuring policy clarity, coordination, and continuity across implementation levels (Edward III, 1980). This communication functions not only as information transfer but also as a mechanism for aligning perceptions and actions among stakeholders in daily school activities. Resource availability, including human resources and supporting facilities, contributes to program execution, although limitations in workload distribution and uneven participation remain evident. The disposition of school actors, particularly the commitment of principals and teachers, strengthens implementation through role modeling and habitual reinforcement of environmental values. Nevertheless, inconsistent engagement among some stakeholders indicates that implementation effectiveness still varies within the school context.

From a pedagogical and learning science perspective, the Adiwiyata Program operates as a contextual learning system that integrates environmental knowledge with lived practice, thereby strengthening cognitive, affective, and behavioral dimensions of student learning. Activities such as waste sorting, recycling, and school greening foster experiential learning that supports the formation of sustainable environmental habits (Lestari et al., 2024). This demonstrates that environmental education becomes more effective when embedded in routine school culture rather than delivered solely through classroom instruction. The bureaucratic structure, including Adiwiyata teams, SOPs, and coordination mechanisms, ensures program organization and accountability, although improvements are still needed in documentation and cross-stakeholder coordination. Overall, the study indicates that program effectiveness is shaped not only by formal structures and resources but also by the synergy between actor commitment and continuous pedagogical practice, highlighting its relevance to contemporary pedagogy and learning science.

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