

Evaluation of Adiwiyata Program Management Based on *Khalifah Fil Ardh* Using The CSE-UCLA Model

Zulfida Aulia Fatimah^{1*}

¹UIN Sunan Kalijaga, Yogyakarta,
Indonesia
zulfidafatimah@gmail.com

Aprilia Nurulita²

²UIN Sunan Kalijaga, Yogyakarta,
Indonesia
aprilianurulita23@gmail.com

Annisa Nur Asyiah³

³Universitas Islam Indonesia,
Yogyakarta, Indonesia
annisanrasyh333@gmail.com

Abstract. MAN 2 Sleman has revived the Adiwiyata Program following a significant decline in both physical and managerial aspects. The researcher used the CSE-UCLA model to evaluate the implementation of the Adiwiyata Program in stages. Data were obtained through observations, interviews, and documentation. Data analysis utilized the model developed Miles, Huberman, and Saldana, which involves data condensation, data presentation, and conclusions. This study concluded that the management of the Adiwiyata Program at MAN 2 Sleman has been implemented, although it has not yet fully aligned with the plan. The researchers concluded the madrasah has implemented the Adiwiyata Program and applied the concept of *khalifah fil ardh*. Furthermore, the summative evaluation phase, it was found the main obstacle was the suboptimal mapping of tasks. This is due to the accreditation tasks which have prevented the Adiwiyata Program from running optimally. These findings have implications for madrasah policies, which are deemed in need improvement regarding the division of responsibilities so that the Adiwiyata Program can run effectively. So, concept of *khalifah fil ardh* is not only reflected in students' behavior specifically, their sense of responsibility toward the environment but is also embodied in institutional governance that is oriented toward environmental conservation and sustainability.

Keywords: CSE-UCLA Model, Program Evaluation, Adiwiyata Program

Abstrak. MAN 2 Sleman kembali membangkitkan Program Adiwiyata setelah terjadinya penurunan yang signifikan baik secara fisik maupun manajerial. Peneliti menggunakan model CSE-UCLA untuk mengevaluasi secara bertahap implementasi Program Adiwiyata. Data diperoleh dari observasi, wawancara dan dokumentasi. Analisis data menggunakan model Miles, Huberman, dan Saldana yaitu kondensasi data, penyajian data, dan kesimpulan. Pada penelitian ini disimpulkan bahwa manajerial Program Adiwiyata di MAN 2 Sleman telah berjalan meskipun belum sepenuhnya sesuai dengan perencanaan. Peneliti menyimpulkan madrasah telah melaksanakan Program Adiwiyata dan menerapkan konsep *khalifah fil ardh*. Kemudian, tahap Summative Evaluation ditemukan hambatan utama terjadi pada pemetaan tugas yang kurang maksimal. Hal ini disebabkan oleh tugas akreditasi yang membuat pelaksanaan Program Adiwiyata tidak berjalan secara optimal. Temuan ini menjadi implikasi terhadap kebijakan madrasah yang dinilai perlu perbaikan mengenai pembagian tugas agar Program Adiwiyata berjalan efektif. Sehingga konsep *khalifah fil ardh* tidak hanya tercermin pada perilaku siswa yang bertanggung jawab terhadap lingkungan, tetapi juga terwujud dalam tata kelola kelembagaan yang berorientasi pada pelestarian dan keberlanjutan lingkungan.

Kata kunci: Model CSE-UCLA, Evaluasi Program, Program Adiwiyata

Article Info

Received: February 18, 2026

Accepted: June 18, 2026

Published: June 30, 2026

Copyright © 2026 The Author(s). Published by the Laboratory of Bachelor Program in Islamic Educational Management, Faculty of Tarbiyah and Teacher Training UIN Sunan Gunung Djati Bandung.

This is an Open Access article under the CC BY 4.0 license



INTRODUCTION

Environmental pollution has become a global issue in recent decades. Rising population growth has led to a sharp increase in the amount of waste. According to Law No. 18 of 2008 on Waste Management, waste is defined as solid material resulting from human activities in daily life (Nababan, 2024). In addition, Indonesia's 2018 environmental statistics show that the World Bank predicts waste in major cities will increase to 2.2 billion tons annually by 2025. Developing countries that are members of the Organization for Economic Co-operation and Development (OECD) are the primary contributors to global waste generation, with total production reaching approximately 572 million tons annually. The average per capita waste production in these countries ranges from 1.1 to 3.7 kilograms per person per day (Andriyanto, 2023). The lack of awareness regarding waste management is a problem even within the educational sector. The curriculum and rapidly advancing technology have not yet provided a solution to the environmental issues at hand. Education on environmental stewardship has not yet evolved into lifelong learning, resulting in students merely absorbing theoretical knowledge (Meidawaty, 2020). This gap serves as a benchmark for assessing the extent to which school administrators have succeeded in fostering environmental awareness and promoting concrete actions.

Ineffective waste management in Indonesia leads to problems such as flooding and causes environmental pollution that threatens the health of living organisms. Article 65, paragraph 4, of Law No. 32 of 2009 on Environmental Protection and Management states that every individual has the right and opportunity to participate in environmental management efforts (Sumarni, 2023). Therefore, effective innovations in waste management are needed to increase public participation. In Islamic teachings, humans have a responsibility toward the environment. Humans have been appointed as *khalifah fil ardh* to lead and manage the earth for the sake of harmony among Allah's creatures (Akbar Rahman et al, 2025). This concept does not grant humans ownership of the entire universe, but rather entrusts them with the responsibility of safeguarding the universe's well being. This responsibility reflects the need for humans to exercise intellectual and spiritual wisdom in every action so as not to cause harm. Thus, the quality of a person is measured by how well they manage the affairs of the world.

Schools serve as a means of instilling a responsible attitude toward the large amount of waste generated. To address this issue, the Ministry of Environment and the Ministry of National Education have launched an environmental management program known as Adiwiyata (Kusuma, Bedjo, 2023). This program emphasizes the involvement of the entire school community in protecting the environment to create a clean and healthy environment. According to Melga Hotma Ida Marsauli Simanjuntak et al. (2022), there are four criteria for implementing the Adiwiyata program: environmentally based school policies, the integration of environmental issues into the curriculum, the implementation of programs involving the entire school community, and the management of environmentally friendly facilities and infrastructure (Aprilian et al., 2024). The Adiwiyata program is an initiative aimed at protecting the environment by minimizing pollution caused by waste. A clean environment, in turn, contributes to a more comfortable learning experience.

MAN 2 Sleman is an institution that integrates Environmental Education (PLH) into its educational processes, including its curriculum, teaching and learning activities, and available facilities and infrastructure. Based on observations, the researcher found that MAN 2 Sleman received the National Adiwiyata Award in 2015 and went on to win first place in the Sleman Regency Healthy School Competition in 2016. This demonstrates that MAN 2 Sleman plays a role in minimizing environmental issues while implementing directives from the Ministry of Environment (KLH). Additionally, MAN 2 Sleman holds the status of an inclusive institution, presenting unique challenges in the managerial aspects of implementing the Adiwiyata Program. In its implementation, Adiwiyata management must ensure that all activities such as cleaning duty, waste management,

and planting can be participated in by students with disabilities through assistance, modified tasks, and the provision of access appropriate to their abilities.

Madrasah management must be approached from a managerial perspective, as people play a role in managing the earth responsibly to ensure high quality outcomes. This aligns with the concept of madrasah management, which empowers the madrasah principal to develop plans and make strategic decisions regarding the environment (Ruqoyah et al., 2023). In addition, environmental education in madrasahs is considered to have unique characteristics, including inclusive social values, strong religious values, and extensive community ties. These educational institutions emphasize character development (akhlak) and the ability to integrate environmental values into the curriculum through topics such as stewardship, balance, and the proper management of the natural world (Hulaimi, 2025).

The Adiwiyata Program at MAN 2 Sleman has been in place since 2014. However, the program was temporarily suspended during the COVID-19 pandemic, resulting in the plants and outcomes of the Adiwiyata initiative being neglected and damaged. This issue not only caused physical damage to the plants but also posed a threat to the program's management and the environmentally conscious habits that had been cultivated by the madrasah community. Consequently, the madrasah is striving to restart the Adiwiyata Program that had been suspended. The program's implementation includes training on waste management, plant maintenance, and energy conservation. This implementation requires systematic evaluation to assess whether the new management can improve both the physical condition of the plants and the program's management.

The researchers will conduct the evaluation using the CSE-UCLA (Center for the Study of Evaluation University of California, Los Angeles) model. The CSE-UCLA evaluation model is an innovation developed by this renowned university, which is a leading source of evaluation advancements worldwide and is located in the United States (Khodijah, Nurwahida, 2024). Fernandes explained that the CSE-UCLA model consists of four stages: (1) needs assessment, (2) program planning, (3) formative evaluation, and (4) summative evaluation (Faizin & Kusumaningrum, 2023). The researchers chose this evaluation model because it includes a needs assessment that is relevant to the situation at MAN 2 Sleman, which is undergoing revitalization following the pandemic and therefore requires appropriate needs mapping. In addition, this evaluation model allows for an assessment of the effectiveness of program implementation at each stage, which has a tangible impact on the entire school community.

This approach is used to assess the implementation and effectiveness of a program. The objectives of this study are: (1) to evaluate the readiness for implementing the Adiwiyata Program at MAN 2 Sleman, (2) to evaluate the planning of the Adiwiyata Program, (3) to evaluate whether the program implementation aligns with the RKAS, and (4) to evaluate the impact generated by the Adiwiyata Program. It is hoped that this will yield accurate information from the planning stage through to the results of the Adiwiyata Program.

METHOD

The approach used in this study is qualitative. This approach was used to understand the implementation of an evaluation model that can improve the quality of a learning program (Iskandar, 2024). Through this approach, researchers can evaluate non-numerical aspects such as constraints, motivations, and policies that underpin the implementation of the Adiwiyata Program. This study is descriptive in nature, providing an overview of a subject. The researcher used the CSE-UCLA evaluation model because it is relevant to a descriptive qualitative approach that requires an in-depth explanation of the implemented program, the challenges encountered, and the policies that comprehensively accommodate students' needs. This is to assess whether the implementation of the Adiwiyata Program can achieve its objectives and to gather information for decision-making.

Fernandes (1984: 11) states that the CSE-UCLA evaluation model has four key components: needs assessment, program planning, implementation (formative evaluation), and program outcomes (summative evaluation) (Winaryati, 2021). Therefore, this evaluation model can explain the impact resulting from the implementation of the program. In this evaluation phase, the researcher translates the four stages into measurable indicators.

Table 1. Interview Instrument

No.	Evaluation Stage	Indicator	Data Description	Data Collection Method
1.	Needs Assessment	Needs Assessment	Reasons why the madrasah chose the Adiwiyata program	Interview with the Adiwiyata Coordinator
2.	Program Planning	Program Planning	Development of a work plan, assignment of tasks, and plans for using the land for a garden	Documentation of the Annual Work Plan (RKAS), Interview with the Adiwiyata Coordinator
3.	Formative Evaluation	Challenges & Solutions	Challenges encountered and solutions for improvement	Interview with the Adiwiyata Coordinator and teacher
4.	Summative Evaluation	Results and Impact	Changes in students' character, and the effectiveness of the spatial layout	Interview with teacher, Documentation of student work,

The researchers mapped the four components of the CSE-UCLA model into a measurable research instrument. The Needs Assessment phase was used to identify the needs that formed the basis for reviving the Adiwiyata Program, while the Planning phase was used to determine the strategies and resources prepared for the program's implementation. Formative evaluation was used to identify obstacles encountered during implementation. The final stage was summative evaluation, which was used to assess the impact of the program's implementation. Data were obtained through triangulation of sources by comparing the results of in depth interviews with Adiwiyata coordinators who served as primary informants and teachers who served as supporting informants and were subsequently reinforced through observation and documentation.

The data analysis technique used is that of Miles, Huberman, and Saldana, which consists of data condensation, in which the researcher summarizes the results of interviews regarding the management of the Adiwiyata Program. The second stage is data presentation to map the information that has undergone the condensation stage in narrative form based on the four stages of the CSE-UCLA evaluation. Finally, conclusions are drawn to provide deeper meaning (Matthew B Miles, A Michael Huberman, 2014).

RESULTS AND DISCUSSION

Evaluation of The Adiwiyata Program at Man 2 Sleman

MAN 2 Sleman has played an active role in supporting the Adiwiyata program. This is evidenced by the National Adiwiyata Award certificate received in 2015, followed by winning first place in the Sleman Regency Healthy School Competition in 2016, and the school's ongoing efforts to consistently implement the Adiwiyata Program to help preserve the environment. The Ministry of Environment and Forestry (2010) explains that the Adiwiyata Program has been implemented since 2006 with the aim of integrating environmental education into the education system to instill an attitude of environmental stewardship in both students and the community (Saputra, 2023). It is

hoped that the implementation of the Adiwiyata Program will result in a healthy madrasah and a school community that is increasingly mindful of environmental conservation.

The Adiwiyata program is being implemented in phases, so its full potential has not yet been realized. According to an interview with the program chair, the Adiwiyata program has not been fully implemented because the madrasah is still focused on preparing for accreditation and lacks staff. This indicates a conflict with the principles of staffing management, according to which job mapping must align with an individual's capabilities in order to foster a commitment to performance (Kusumaningrum et al., 2024). Meanwhile, in the study of Islamic education management, the principle of staffing is a trust that must be carried out with the utmost responsibility (Suheri, 2025). This indicates that in Islamic education management, staffing is not merely a matter of assigning tasks but a responsibility that must be fulfilled. Therefore, the Adiwiyata Program at MAN 2 Sleman needs to be evaluated.

Needs Assessment

The Needs Assessment is the initial stage of the CSE-UCLA model. Lubis and Anriani (2023) state that this stage is conducted to determine the relationship between school needs and the outcomes of program implementation (Musdalipah Putri, 2024). At this stage, the context in which a program is implemented at the school is identified. This stage is important to ensure that the program to be implemented is effective and relevant to the needs. During this process, the evaluator will collect data on the program's objectives, the challenges faced, and the needs required to support the program's success.

The problem currently facing humanity is the accumulation of waste as consumerist behavior increases. Waste that is not properly managed leads to flooding due to a lack of awareness among people who dispose of trash in rivers. Additionally, environmental pollution causes various diseases that threaten human health. The educational environment serves as a vital tool in addressing waste management issues. The Ministry of Environment and Forestry (KLHK) has designed the Adiwiyata program for schools, aimed at raising awareness about environmental care. Nugraha (2020) states that Adiwiyata is implemented to create a clean, safe, and disease-free educational ecosystem. Furthermore, it fosters an environmentally conscious mindset among the school community (Shiddiq et al., 2024). Thus, through this program, the education sector shares responsibility for solving environmental problems.

MAN 2 Sleman is a school entrusted with implementing the Adiwiyata program. This program is implemented not only to comply with directives from the Ministry of Environment and Forestry (KLHK) but also to instill a love for the environment so that the school community develops a personality that values cleanliness and participates in environmental conservation. This aligns with Islamic values that emphasize the importance of maintaining cleanliness and environmental sustainability, which is one of the forms of stewardship (*khalifah fil ardh*) (Mardiyah et al., 2025). The implementation of the Adiwiyata Program involves the entire school community including teachers, administrative staff, and stakeholders in supporting the program's success. At this stage, the madrasah assesses whether the school community already has an understanding of environmental stewardship so that training activities can be designed to equip them with the skills to manage waste and protect the environment.

During the needs assessment phase, the madrasah also conducted an analysis of human resource readiness. Based on interviews with the Adiwiyata program coordinator, at this stage the school community already possessed a basic understanding of the importance of environmental cleanliness such as disposing of trash properly and conserving resources like electricity and water. This data serves as a foundation for the sustainable implementation of the Adiwiyata Program. However, the madrasah also faces challenges in the form of limited personnel specifically involved in managing the Adiwiyata Program. The number of teachers and educational staff whose primary

duties lie in academic fields often means that their involvement in administrative tasks related to the environmental program is secondary to their core responsibilities.

Therefore, the madrasah maps the workloads of teachers and educational staff to ensure that the implementation of the Adiwiyata Program does not interfere with their primary teaching duties. Tasks are assigned by appointing coordinators for various areas, such as sanitation management, greening initiatives, waste management, documentation, and student guidance. Teachers with heavy teaching loads are typically assigned lighter administrative tasks, while teachers or staff with more flexible schedules are involved in field activities. This strategy is implemented to ensure that personnel limitations do not become a major obstacle in the program's implementation.

In addition to human resource readiness, madrasahs also have the potential to utilize small plots of land for planting and greening activities. Rachman (2022) states that the environment can serve as a learning tool for students, helping them generate knowledge and acting as an effective source of learning (Ningsih et al., 2022). Thus, during this Needs Assessment phase, the madrasah can develop a strategy for implementing the Adiwiyata Program that is not merely administrative in nature, but also capable of developing the school community's skills in managing waste and repurposing useless items into something useful.

Program Planning

Program planning takes place after needs have been identified. This involves developing a plan that will serve as a guide before implementing the program. Evaluators gather information directly related to the program and focus on addressing the needs identified in the previous stage (Nadrah, 2023). The data collected serves as the basis for determining the best strategy for implementing the program. The Adiwiyata Program at MAN 2 Sleman was implemented to comply with guidelines from the Ministry of Environment and Forestry and to instill an environmentally conscious mindset among the school community. Sulistyowati (2012) states that character education is designed through the adaptation of positive behaviors that can become habits (Aprilianto & Arief, 2020). This program not only emphasizes cognitive aspects but also fosters positive attitudes, behaviors, and character in daily life. As a result, it is hoped that students will not only be academically intelligent but also emotionally and socially intelligent.

According to an interview with the Adiwiyata coordinator, this program has been integrated into the curriculum at MAN 2 Sleman with a focus on the environment. Curriculum content related to environmental stewardship must address the aspects of environmental utilization and conservation (Maulidah et al., 2023). At this stage, environmental education is integrated into the lesson planning for each subject. Sudjana (2005) states that lesson planning is the process of designing, determining, and optimizing the resources available at the school that will support the teaching and learning process (Saufi & Hambali, 2024). Therefore, this planning process involves both classroom teachers and subject teachers in incorporating environmental education. Lesson plans and syllabi submitted to the madrasah must include environmental education. Rahayu (2019) states that incorporating environmental content into every subject is a way of instilling a sense of responsibility toward the environment (Giharto & Mariah, 2024).

The implementation of the Adiwiyata Program at MAN 2 Sleman is also carried out through extracurricular activities. The Adiwiyata coordinator collaborates with the Scout leaders and the P5 team (Project to Strengthen the Pancasila Student Profile) to integrate environmental concepts into student activities. This initiative aims to foster awareness of the importance of maintaining cleanliness and caring for the environment (Saufi & Hambali, 2024). P5 can support the balance between humans and the environment through activities such as ecosystem conservation, waste management, energy conservation, and the use of medicinal plants (Rizqiah, Sohibatul, 2024).

Through these activities, students practiced recycling waste such as turning used plastic bottles into flower pots and growing herbs.

During this planning phase, the core committee, led by the program chair, drafts the School Activity and Budget Plan (RKAS) as an initial plan. This document outlines the estimated costs and funding sources for implementing school programs or activities over the course of a year (Shidiqi, 2025). In addition, according to the Guidelines for Developing Work Plans (Ministry of Education and Culture, 2023), the Work Plan document outlines the school's vision, mission, goals, and strategies for achieving them (Sudari, 2024). In this plan, 22% of the budget has been allocated for the Adiwiyata program at MAN 2 Sleman. This budget is earmarked for infrastructure and facilities that support the achievement of the Adiwiyata program's objectives.

The budget allocation of 22% demonstrates the school's strong commitment to the success of the Adiwiyata Program. However, from a managerial perspective, this figure is quite substantial when compared to the needs of other school programs, such as improving the quality of learning, developing teacher competencies, maintaining academic facilities, and student activities. In the principles of madrasah financial management, budget allocation should ideally consider proportionality, effectiveness, efficiency, and balance among priority programs (Khofi & Wafi, 2025). This budget allocation is not solely the decision of the Madrasah Principal, but rather the result of a joint agreement between the management team and the school committee. This reflects collaborative governance, in which decisions are made through a participatory process that takes into account the needs of the programs and the conditions of the madrasah. The 22% allocation can be considered ideal if it is tailored to the madrasah's circumstances and actual on the ground needs, and does not reduce funding for other mandatory programs.

Based on the interview results, the budget allocation is not drawn from the main educational component but is allocated through activities directly related to the environment, such as facility maintenance, greening initiatives, school cleanliness, and learning-based projects. With this budget integration strategy, the Adiwiyata Program does not stand as a separate program funded by the madrasah's budget, but rather becomes an integral part of the school's overall development. Nevertheless, periodic evaluations remain necessary to ensure that fund allocation remains effective and does not create imbalances with the needs of other priority programs.

MAN 2 Sleman actively organizes training sessions to enhance the skills of teachers and staff by inviting external speakers. These training sessions focus on waste recycling, creating crafts from recycled materials, and making compost. Furthermore, Adiwiyata outreach activities are conducted during parent teacher meetings to introduce the program and encourage the adoption of environmentally conscious behaviors. Thus, the program planning phase at MAN 2 Sleman demonstrates that program planning has been carried out systematically through curriculum integration, non academic activities, management strengthening, budget allocation, and the involvement of parents and external parties.

Formative Evaluation

Formative evaluation involves monitoring whether the program is being implemented as planned. During this stage, the evaluator will assess whether the program has been implemented. At this stage, the evaluator will gather data from sources involved in the program's development (Faizin & Kusumaningrum, 2023). The evaluator will assess student engagement, the appropriateness of the methods used, and the effectiveness of the implementation. This phase will provide insights into the challenges encountered and the steps needed to address them. The implementation of the Adiwiyata Program at MAN 2 Sleman involves students, teachers, and staff. The Adiwiyata core committee sets a weekly duty roster for cleaning every area of the madrasah, with students participating and two teachers supervising. The areas targeted for cleaning duty include the madrasah courtyard, the parking lot, the area around the cafeteria, the fish pond, and

the river behind the madrasah. Additionally, water conservation efforts are implemented, such as reusing water from wudhu (ablution) and channeling it directly into the fish pond. These water conservation measures are implemented to save energy and prevent water waste.



Figure 1 and 2. Plants in polybag media and hanging garden from used bottles
Source: (Kementrian Agama Kantor Wilayah D.I.Yogyakarta, 2023)

Plants were planted on every vacant side of the madrasah that was suitable for cultivation. The plants selected were medicinal plants for household use and vegetables. Arham et al. (2023) state that involving students in the care of medicinal plants serves as a learning experience in environmental conservation (Luh et al., 2024). In addition, an environmental cleanup competition was held after the end-of-year exams, with all classes participating. As a result, this program involved the cooperation of the entire school community, including the committee and parents. Students with special needs participated in activities such as sorting trash, watering plants, and arranging flower pots with the assistance of support teachers. They were also involved in creating recycled art through adapted tasks, allowing them to remain actively engaged according to their abilities.

The implementation of the Adiwiyata program involves a school committee that coordinates with all parents to provide support. Simamora et al. (2023) state that to support the program at school, it is necessary to involve the committee as a means of increasing community support so that the program's goals can be more easily achieved (Muhammad Ali et al., 2023). Parents also play a role in supervising their children's environmental conservation efforts, such as craft projects using recycled bottles that must be completed at home. As a result, the madrasah involves the entire school community and all stakeholders in the implementation of the Adiwiyata program.

The success of the Adiwiyata program at MAN 2 Sleman is closely tied to the strategic role of the school principal in maintaining a balance between the implementation of the Adiwiyata program and the school's accreditation goals. According to an interview conducted by the Program Coordinator, the school principal views the Adiwiyata program as part of the school's quality improvement efforts. This is also achieved through regular monitoring of program implementation, which is scheduled in conjunction with the academic supervision agenda, so that school principals can simultaneously assess the implementation of environment-based learning in the classroom and Adiwiyata activities in the field. The school principal ensures that teachers and support staff prioritize teaching duties and academic administration through a fair division of tasks and the scheduling of activities outside of core class hours. This strategy is crucial given the personnel shortage identified during the needs assessment phase, making the efficient management of human resources a primary focus of formative monitoring. In addition to personnel constraints, the expansion of the mosque poses a challenge for the madrasah regarding the consistency of spatial planning for the development of an environmentally conscious madrasah. Micro zoning serves as a solution by identifying areas that pose limitations and transforming them into a greenery system implemented on the mosque's walls, while utilizing connecting corridors for green spaces. Thus, the

madrasah ensures that the mosque's religious aesthetics harmonize with environmental needs without compromising either function.

Summative Evaluation

The Summative Evaluation phase is the final phase following the evaluation of program implementation. According to Ambiyar (2019), this phase is conducted to assess whether the implemented program has had an impact and aligns with the established objectives (Harahap et al., 2024). Evaluators will gather information on the outcomes of the program, such as products, initiatives, and behavioral observations. Researchers will collect data to determine whether the program should be continued, modified, or discontinued. Thus, the information gathered at this stage can serve as the basis for decision making.

According to the study, students have been routinely managing waste by sorting it by type and reusing items that are still usable as craft materials. The resulting crafts include plant pots made from used bottles, which are placed in empty spaces around the madrasah. Plants such as medicinal herbs and vegetables will be harvested and sold to interested teachers, and the proceeds will be used to fund new plantings. This activity demonstrates that the Adiwiyata Program serves not only to foster an environmentally conscious mindset but also as entrepreneurship training. Safitri et al. (2022) and Hidayat et al. (2021) state that individuals with an entrepreneurial spirit are able to create opportunities that fulfill their aspirations through creativity, drawing on various resources in their surroundings (Anis Rochmawati Barokah & Rahmat Kamal, 2023). Thus, the implementation of the Adiwiyata program is not only an effort to preserve the environment but also to equip participants with the skills to be competitive.

When considered in the context of sustainability management in education, this is evident in strategic efforts to create an education system that is resilient, adaptable to changes in the business environment and regulations, and responsive to the demands of stakeholders such as the government, the public, and students (Hidayati et al., 2025). This concept emphasizes that a program is considered sustainable if it is able to sustain itself without ongoing external dependence. In the context of the Adiwiyata Program at MAN 2 Sleman, the proceeds from the sale of plants and recycled products demonstrate efforts to create a program cycle that is both economically and environmentally sustainable. The revenue generated has been used to purchase seeds, fertilizers, and supplies for subsequent planting, ensuring the program does not rely entirely on the madrasah's budget. Although the sales revenue has not yet become the primary funding source, this mechanism demonstrates limited financial independence and serves as a productive management model. With this, the potential for economic self-reliance of the Adiwiyata Program at MAN 2 Sleman can continue to be enhanced through consistent and innovative management.

The Adiwiyata Program at MAN 2 Sleman is not merely an administrative environmental program, but rather a manifestation of the application of Islamic values in the management of the madrasah. The concept of *Khalifah fil Ardh* emphasizes humanity's responsibility to protect the earth, preserve it, and prevent its destruction (Saiyidah et al, 2025). This value serves as a moral foundation that humans not only utilize nature but are also responsible for preserving it for the sake of the continuity of life. This value serves as a moral foundation that humans not only utilize nature but are also responsible for preserving it for the sake of the continuity of life. Therefore, various activities within the Adiwiyata Program are designed not merely as routine tasks but also as a means of fostering an environmentally conscious character. Furthermore, the concept of *Hifzhul Bi'ah* positions environmental conservation as part of the Sharia's objectives to safeguard life (Mallongi, Andi Agung, 2025). One example of this concept in practice is the reuse of water from ablutions, which is channeled directly into fish ponds. This water conservation measure is implemented to save energy and prevent water waste. It reflects the Islamic teaching against wastefulness (*israf*) in management practices.

CONCLUSION

An evaluation using the CSE-UCLA model of the Adiwiyata program at MAN 2 Sleman revealed an integrated management approach. (1) In the Needs Assessment phase, it was determined that the madrasah possesses adequate environmental resources, such as a river, a fish pond, and small plots of land suitable for planting vegetation. (2) Program Planning: During this phase, a core committee was formed, and the Annual Work Plan (RKAS) was developed as a guideline for program implementation. Additionally, Lesson Plans (RPP) and syllabi were prepared by subject teachers and integrated into classroom instruction. (3) Formative Evaluation involves implementing the program in accordance with the RKAS, such as integrating environmental care into subject lessons, practicing the creation of artworks from used bottles, compost production, plant maintenance, classroom gardens, and weekly duty rotations. (4) Summative Evaluation assesses the impact generated by the Adiwiyata Program. The school produces works created by students. Additionally, the cultivation of medicinal plants and ornamental plants is carried out, and upon harvest, these are offered to teachers in need. Thus, these student activities not only foster productivity but also lead to commercialization grounded in education as entrepreneurship training. Furthermore, students learn about asset management and gain an understanding of market needs.

The use of the CSE-UCLA evaluation model in the Adiwiyata Program at MAN 2 Sleman demonstrates an integrated management approach. The Needs Assessment and Program Planning stages are not merely technical designs but also the realization of the madrasah's vision and mission. Meanwhile, the formative and summative evaluation stages serve as benchmarks for the program's effectiveness once planning and strategies are implemented as routine practices and part of the madrasah's culture. It is crucial for madrasah administrators to shift the paradigm regarding the Adiwiyata Program from a temporary project to a routine activity. The researcher suggests that the Madrasah Principal incorporate indicators from the Adiwiyata Program into the accreditation success criteria. Additionally, program administrators should be granted the authority to ensure the program's sustainability, so that the Adiwiyata Program can be implemented to its fullest potential.

The researchers found that the implementation of the Adiwiyata Program has weaknesses, namely the high degree of dependence on coordinators or facilitators, as well as land constraints; the priority given to mosque construction indicates a lack of consistency with the program. Therefore, the researchers recommend that future studies examine in greater depth the role of school principals in environmental conservation programs.

REFERENCE

- Akbar Rahman et al. (2025). Konsep Khalifah Fil Ardh sebagai Dasar Etika Lingkungan dalam Pembelajaran Pendidikan Agama Islam (PAI). *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10, 218–229. <https://doi.org/https://doi.org/10.23969/jp.v10i04.38951>
- Andriyanto, et al. (2023). Faktor-Faktor yang Berhubungan dengan Perilaku Pengelolaan Sampah Rumah Tangga di Kelurahan Cilandak Barat Kecamatan Cilandak Tahun 2022. *Ilmiah Wahana Pendidikan*, 3(1), 10–27. <https://doi.org/https://doi.org/10.5281/zenodo.7988647>
- Anis Rochmawati Barokah, & Rahmat Kamal. (2023). Implementasi Sekolah Adiwiyata terhadap Pembentukan Karakter Kedisiplinan dan Entrepreneurship Siswa di MI Salafiyah Tanjung. *Madako Elementary School*, 2(2), 181–189. <https://doi.org/10.56630/mes.v2i2.173>
- Aprilianl, H., Gandhi Pawitan, & Pius Suratman. (2024). Systematic Literature Review: Analisis Collaborative Governance dalam Program Adiwiyata Sekolah. *Jurnal Ilmiah Pendidikan Lingkungan Dan Pembangunan*, 24(02), 36–54. <https://doi.org/10.21009/plpb.v24i02.32857>
- Aprilianto, R. N., & Arief, A. (2020). Sekolah Adiwiyata dalam Dimensi Karakter dan Mutu Pendidikan. *TRIHAYU: Jurnal Pendidikan Ke-SD-An*, 6(1). <https://doi.org/10.30738/trihayu.v6i1.7879>

- Faizin, A., & Kusumaningrum, H. (2023). Review Model-model Evaluasi Program untuk Pendidikan dan Pelatihan Online. *EduManajerial: Jurnal Manajemen Pendidikan*, 1(1), 42–54. <https://doi.org/https://doi.org/10.15408/em.v1i1.32245>
- Giharto, T., & Mariah, S. (2024). Manajemen pendidikan Lingkungan Hidup di Sekolah Adiwiyata Mandiri : Studi Kasus SMA Negeri 2 Banguntapan. *Bulletin of Educational Management and Innovation*, 2(2), 118–134. <https://doi.org/https://doi.org/10.56587/bemi.v2i2.100>
- Harahap, H., et al. (2024). Model Evaluasi dalam Program Pendidikan. *Indo-MathEdu Intellectuals Journal*, 5(3), 3382–3391. <https://doi.org/10.54373/imeij.v5i3.1364>
- Hidayati, N., et al. (2025). *Manajemen Berkelanjutan (Sebuah Pendekatan terhadap Dinamika Lingkungan Bisnis Pendidikan)* (1st ed.). CV Eureka Media Aksara. <https://books.google.co.id/books?id=lye4EQAAQBAJ>
- Hulaimi, A. (2025). Madrasah Adiwiyata : Strategi Desain Madrasah Berwawasan Lingkungan untuk Pendidikan Islam Berkelanjutan. *Ta'dib: Jurnal Pendidikan Islam dan Isu-Isu Sosial*, 23(2), 117–132. <https://doi.org/https://doi.org/10.37216/tadibjurnalpendidikanislamdanisusosial.v23i2.2976>
- Iskandar, N. M. (2024). Peningkatan Kualitas Pembelajaran melalui Evaluasi yang Efektif : Tinjauan terhadap Praktik dan Metode Evaluasi. *Karimah Tauhid*, 3, 2270–2287. <https://doi.org/https://doi.org/10.30997/karimahtauhid.v3i2.11945>
- Khodijah, Nurwahida, N. (2024). Analisis Evaluasi Usaha Di Bidang Pendidikan Nonformal. *Integrative Perspectives of Social and Science Journal (IPSSJ)*, 01(20). <https://doi.org/https://ipssj.com/index.php/ojs/article/view/21>
- Khofi, M. B., & Wafi, I. (2025). Prinsip-prinsip Manajemen Keuangan di Sekolah : Implementasi dan Dampaknya. *HATTA: Jurnal Pendidikan Ekonomi Dan Ilmu Ekonomi*, 3(April), 1–12. <https://doi.org/https://doi.org/10.62387/hatta.v3i1.29>
- Kusuma, Bedjo, N. (2023). Implementasi Program Sekolah Adiwiyata dalam Peningkatan Mutu Pendidikan di SDN Tanah Tinggi 3 Kota Tangerang. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 08, 5836–5846. <https://doi.org/https://doi.org/10.21009/jgg.072.03>
- Kusumaningrum, H., Alvinas, F. R., & Habibi, M. I. (2024). Penerapan Staffing untuk Meningkatkan Produktivitas Lembaga Pendidikan. *Jurnal Bintang Pendidikan Indonesia*, 2(2). <https://doi.org/https://doi.org/10.55606/jubpi.v2i2.2991>
- Luh, N., Nita, P., & Indrayanti, M. (2024). *Edukasi dan Pemanfaatan Penanaman Toga Ceria sebagai Apotek Hidup di Lingkungan Sekolah SD N 1 Demulih*. 2(4), 83–98. <https://doi.org/https://doi.org/10.59061/guruku.v2i4.789>
- Luthfia Hanifatus Saiyidah, Imam Syafi'i, Baharudin, A. M. (2025). Internalisasi Nilai Kekhalifahan dalam Pengelolaan Lingkungan: Perspektif Teologi. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 10, 215–226. <https://doi.org/https://doi.org/10.23969/jp.v10i04.34718>
- Mallongi, Andi Agung, et al. (2025). Konsep Hifdz Al- Bi ' Ah dalam Pengelolaan Sumber Mata Air Alam untuk Kesejahteraan Umat. *Jurnal Ruhul Islam*, 3(2), 1–24. <https://doi.org/https://doi.org/10.33476/jri.v3i2.257>
- Mardiyah, B. S., Bella, S., & Kurahman, O. T. (2025). Implementasi Konsep Khalifah Fil-Ard sebagai Landasan Pengembangan Green Skill Siswa Sekolah Dasar. *IQRO: Journal of Islamic Education*, 8(3), 1083–1098. <https://doi.org/https://doi.org/10.24256/iqro.v8i3.8334>
- Matthew B Miles, A Michael Huberman, J. S. (2014). *Qualitative Data Analysis* (3rd ed.). SAGE Publications. <https://books.google.co.id/books?id=p0wXBAAQBAJ&lpg=PP1&hl=id&pg=PP1#v=onepage&q&f=true>
- Maulidah, W. D., et al. (2023). Implementasi Program Adiwiyata Mandiri untuk Meningkatkan Karakter Peduli Lingkungan di Sekolah Dasar. *Modeling: Jurnal Program Studi PGMI*, 10(2), 259–277. <https://doi.org/https://doi.org/10.69896/modeling.v10i4.1856>

- Meidawaty, S. R. & S. (2020). Membangun Kepedulian Lingkungan Peserta Didik MI melalui Literasi Sains. *Pandawa : Jurnal Pendidikan Dan Dakwah*, 2, 378–387. <https://doi.org/https://doi.org/10.36088/pandawa.v2i2.1340>
- Muhammad Ali, Jumharis, & Kamariah. (2023). Peran Komite Sekolah dalam Meningkatkan Mutu Pendidikan Agama Islam. *Referensi Islamika: Jurnal Studi Islam*, 1(1), 29–39. <https://doi.org/10.61220/ri.vol1iss1.0234>
- Musdalipah Putri, S. (2024). Penerapan Model Evaluasi CSE-UCLA dalam Menilai Efektivitas Program Kewirausahaan di SMA IT Abu Bakar Yogyakarta The. *JIEM: Journal of Islamic Management*, 11(1), 1–14. <https://doi.org/https://doi.org/10.24235/jiem.v8i2.19193>
- Nababan, K. F. et al. (2024). Implementasi Undang Undang Nomor 18 Tahun 2008 Tentang Pengelolaan Sampah terhadap Masyarakat yang Membuang Sampah Sembarangan di Kota Bandar Lampung (Studi Kasus : Kel . kangkung Kec . Bumi waras , Teluk betung Bandar Lampung). *Jaksa: Jurnal Kajian Ilmu Hukum Dan Politik*, 2(2). <https://doi.org/https://doi.org/10.51903/jaksa.v2i2.1623>
- Nadrah, N. (2023). Model Evaluasi Pendidikan Inklusif. *Innovative: Journal Of Social Science Research*, 3(2), 1737–1745. <https://j-innovative.org/index.php/Innovative/article/view/485>
- Ningsih, M. P., Maulani, C. Y., Setyadi, T., & Arum, D. P. (2022). Potensi Lingkungan sebagai Sumber Belajar dan Media Pembelajaran di Sekolah Adat Kampoeng Batara Kabupaten Banyuwangi. *Jurnal Pendidikan Dan Konseling*, 4(4), 2825–2833. <https://doi.org/https://doi.org/10.31004/jpdk.v4i4.5925>
- Rizqiah, Sohibatul, et al. (2024). Penerapan P5 dengan Tema Gaya Hidup Berkelanjutan di SMAN 1 Padarincang. *Jurnal Penelitian Dan Pembelajaran Fisika*, 1(2), 10–13. <https://doi.org/https://doi.org/10.31004/jpdk.v4i4.5925>
- Ruqoyah, S., Uliyah, T., & Iqbal, R. (2023). *Optimalisasi Managemen Berbasis Madrasah dalam Upaya Pengembangan Madrasah Adiwiyata di MTsN 1 Lampung Timur*. 02(04), 562–582. <https://journal.an-nur.ac.id/index.php/unisanjournal/article/view/820>
- Saputra, M. R. A. (2023). Jejak Sejarah Program Adiwiyata di Indonesia (2006-2022): Dampak dan Keterkaitannya dengan Agenda Global Tujuan Pembangunan Berkelanjutan (SDGs) History. *Sejarah dan Budaya: Jurnal Sejarah, Budaya, dan Pengajarannya*, 17(2), 232–245. <https://doi.org/10.17977/um020v17i22023p232-245>
- Saufi, A., & Hambali, H. (2024). Menggagas Perencanaan Kurikulum Menuju Sekolah Unggul. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 3(1), 29–54. <https://doi.org/10.33650/al-tanzim.v3i1.497>
- Shiddiq, A. B., & Al., C. et. (2024). Evaluasi Program Sekolah Adiwiyata dengan Goal Oriented Evaluation Model di SMPN 12 Tangerang Selatan. *Jurnal Ilmu Pemerintahan dan Administrasi Publik*, 2. <https://doi.org/https://doi.org/10.71128/kybernology.v2i2.164>
- Shidiqi, H. A. et al. (2025). *Adminstrasi Keuangan dan Pengelolaannya*. Penerbit Tahta Media Group. <https://tahtamedia.co.id/index.php/issj/article/view/1596>
- Sudari, et al. (2024). Strategi Penyusunan dan Implementasi RKS dan RKAS untuk Mewujudkan Pendidikan Berkualitas. *Pendas : Jurnal Ilmiah Pendidikan Dasar*, 09(04), 951–952., 09, 330–343. <https://doi.org/https://doi.org/10.23969/jp.v9i04.21479>
- Suheri, S. (2025). Pengelolaan Sumber Daya Manusia (Staffing) dalam Perspektif Islam : Prinsip , Perbandingan dan Implementasi di Dunia Pendidikan Modern. *At-Tashawur*, 01(01), 1–25. <https://doi.org/10.55307/attachawwur.v1i1.238>
- Sumarni, et al. (2023). Evaluasi Pelaksanaan Program Sekolah Adiwiyata di SMA Negeri 7 Wajo. *Jurnal Sains Riset*, 13(1), 255–264. <https://doi.org/10.47647/jsr.v13i1.1079>
- Winaryati, et al. (2021). Model-Model Evaluasi Aplikasi dan Kombinasinya. Yogyakarta: *Penerbit KBM Indonesia*. <http://repository.unimus.ac.id/id/eprint/5141>