

Development of a Green School-Based Madrasah Tsanawiyah Management Model in Pesawaran District

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Abstract

Purpose: The development of a green school-based madrasah management model can have a positive impact on social and economic aspects. This is because the implementation of green school requires more efficient use of technology and resources, thus reducing operational costs and increasing productivity. This research explores the development of a management model for Green School-based Madrasahs in Pesawaran District as a strategy to improve the quality of education and environmental awareness.

Method: The method used in this research is descriptive qualitative method. Data sources in this study include primary data and secondary data. Data collection techniques through observation, interviews and documentation. Data analysis, through data (data collection), data reduction (data reduction), data presentation (data display) and conclusion (conclusion) or verification (verification). Data validity check through triangulation.

Result: The stages of planning, organizing, implementing, and monitoring are described with a focus on stakeholder participation, the establishment of an organizational structure, the implementation of an environment-based curriculum, and awareness-raising efforts. Despite showing positive progress, obstacles such as limited resources, lack of awareness, absence of supporting policies, community response, and limited access to green technologies pose challenges. Careful oversight involving monitoring, performance evaluation, feedback and continuous improvement is needed to maintain the sustainability of Green School.

Contribution: This research provides a foundation for the development of a sustainable Green School-based management model in Madrasah Tsanawiyah Pesawaran District.

Keywords: Management model development, Green school

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1. Introduction

The development of a green school-based madrasah management model is one of the efforts that can be made to reduce negative impacts on the environment and improve the quality of education. Through the implementation of green school, madrasah can become a healthier and environmentally friendly environment, which can have a positive influence on the health and well-being of students. In a global context, the development of a green school-based madrasah management model is also considered by various international organizations such as UNESCO and UNEP. According to a report published by UNESCO, the development of a green school-based madrasah management model can increase the

capacity of students and educators in understanding, appreciating, and protecting the environment (Agarwal, 2021; Akomeah, Benti, & Musah, 2018).

The development of a green school-based madrasah management model can have a positive impact on social and economic aspects. This is because the implementation of green school requires more efficient use of technology and resources, thus reducing operational costs and increasing productivity. In addition, green school can also improve the image of madrasah and increase attractiveness for prospective students. According to Aminuddin Ma'ruf, an Islamic education expert, the development of a green school-based madrasah management model is an important effort in maintaining environmental sustainability. This is in line with the concept of sustainable development that has become the focus of the world's attention today (Ahmad & Dahalan, 2020). Through the implementation of green school, madrasah can become a learning center for students about the importance of protecting the environment and practicing an environmentally friendly lifestyle. The development of a green school-based madrasah management model also received support from Muhammad Zuhdi, an expert in Islamic education management. According to him, with the implementation of this model, madrasahs can obtain various benefits such as increased efficiency of resource management, improved quality of the learning environment, and improved quality of education provided. Therefore, the development of a green school-based madrasah management model needs to be the main focus for madrasah managers in an effort to improve the quality and sustainability of education in Indonesia.

Green school is a school concept that focuses on sustainable and environmentally friendly practices and learning. This concept has been introduced in Indonesia since the last few years and is gaining popularity among people who care about the environment. One example of a green school in Indonesia is Sekolah Alam Depok, which was established in 2003. In addition, many new schools are also starting to implement the green school concept throughout Indonesia (Pattiyagedara & Ranasinghe, 2023; Riestyaningrum, Ferdaos, & Bayramov, 2020).

Although the green school concept is gaining popularity in Indonesia, there are still some challenges in its development. Some of the challenges faced are limited access and understanding of the green school concept, lack of support from the government and stakeholders, and financial constraints to implement environmentally friendly practices and infrastructure. However, efforts continue to be made by various parties to overcome these challenges and encourage the development of green schools in Indonesia. It is hoped that in the future, the green school concept can grow and become the main choice for people who care about the environment and sustainable education (Phina, Patrick, & Nwabuike, 2022; Thalib, Suaib, Lawani, & Aldi, 2024).

In its development, the green school concept in Indonesia has received support from various parties such as the government, environmental organizations, and the general public. One of the government supports in the development of green school is through the Adiwiyata School program launched by the Ministry of Environment and Forestry. This program aims to encourage schools in Indonesia to implement environmentally friendly and sustainable practices. In realizing the green school program, various indicators have been set, including the following:

1. Development of environmentally friendly and cultured school policies
2. Development of environment-based curriculum
3. Development of participatory-based activities
4. Development and management of school support facilities.

However, there are several problems that occur in Indonesia, including the following,

- a) Lack of public awareness of the importance of environmentally friendly and sustainable practices in education.
- b) Limited support from the government and stakeholders in the development of green schools.
- c) Lack of teaching staff who have the understanding and skills in environmentally friendly and sustainable practices.
- d) Financial constraints to implement environmentally friendly practices and infrastructure.
- e) Lack of access to environmentally friendly resources such as renewable energy and green technology.
- f) Lack of facilities and infrastructure that support environmentally friendly practices in the school environment.
- e) Lack of access to environmentally friendly resources such as renewable

energy and green technology. f) Lack of facilities and infrastructure that support environmentally friendly practices in the school environment. g) Challenges in obtaining certification or recognition as a green school from relevant authorities. h) Constraints in developing curriculum and educational programs that integrate environmentally friendly and sustainable practices. i) Challenges in ensuring the availability of environmentally friendly materials and resources in daily school activities. j) Limited public knowledge and understanding of the benefits and positive impacts of green schools on the environment, society and the economy as a whole.

To overcome the above problems, several solutions need to be implemented, including: increasing public awareness through campaigns and socialization about environmentally friendly practices in education; obtaining government and stakeholder support for green school development; providing training to teaching staff on environmentally friendly practices; seeking alternative funding sources through donation or sponsorship programs; increasing access to environmentally friendly resources through collaboration with green technology institutions; building infrastructure that supports environmentally friendly practices in schools; obtaining certification as a green school; developing a curriculum that integrates environmentally friendly practices; using environmentally friendly materials in daily activities; and organizing community education programs on the benefits of green schools for the environment, society and the economy as a whole.

The development of the management model of madrasah tsanawiyah in Pesawaran Regency needs to be considered as an effort to improve the quality of education and environmental awareness among students. Madrasah tsanawiyah as an Islamic educational institution has a strategic role in shaping character and concern for the environment. Therefore, the application of the Green School concept in the management of madrasah tsanawiyah can be an innovative solution to answer the demands for sustainable and environmentally responsible education (Dwiyanti, Luh Putu Agustini Karta, Cintya, & Bendesa, 2023; Hastjarjo, 2023).

However, the researcher identified several problems at the research site related to the Green School concept. Firstly, the limited availability of resources, such as water, electricity and green building materials, can be an obstacle in developing green practices in schools. Secondly, the lack of environmental awareness among local communities can be an obstacle in promoting Green School as an innovative educational approach. Third, the lack of government policy support for the development of Green School can hinder the implementation of environmentally friendly and sustainable practices in the school environment. Fourth, limited access to green technology and renewable energy is also a challenge in developing Green School in the research sites. Finally, the high cost of implementing environmentally friendly practices in schools can be an obstacle in the effort to develop Green School in these locations.

From these problems, a holistic and integrated Green School-based management development is required. First of all, strategic measures should be designed to efficiently manage the availability of limited resources, focusing on the utilization of green technology and renewable energy in school infrastructure. Secondly, targeted educational programs should be developed to increase environmental awareness among the community, as well as skills training for teaching staff in integrating environmentally friendly practices in daily learning (Ekawati & Yudoko, 2024).

The study conducted by Yusuf (2019) with the title "Implementation of Sustainable Education (Green School) in Strengthening Environmental Education in Madrasah Tsanawiyah." In this study, Yusuf investigated the impact and effectiveness of implementing sustainable education, particularly the Green School concept, in increasing environmental awareness in Madrasah Tsanawiyah. The results showed that the implementation of Green School significantly increased environmental understanding and awareness among students. In addition, the environmentally friendly practices implemented in the school curriculum also succeeded in stimulating students' active participation in preserving the surrounding environment. Thus, this study provides a strong foundation for the development of a Green School management model, showing that the concept has a positive impact on increasing environmental awareness in Islamic educational institutions (Manurung & Putro, 2024).

Development of Management Model of Green School-Based Madrasah Tsanawiyah in Pesawaran Regency was scientifically selected because it reflects a clear research focus and is relevant to the context of madrasah tsanawiyah education. The word "Management Model Development" indicates a research approach that is constructive and innovative in designing a new management framework. "Madrasah Tsanawiyah" sets the scope of the research at the junior secondary education level in an Islamic context.

2. Literature Review

2.1 Management

According to the Big Indonesian Dictionary, management is the effective use of resources to achieve a goal. Therefore, management is needed by all organizations, both government and private organizations. Because all efforts made to maintain and improve the success of the organization will be in vain and the achievement of organizational goals will be more difficult to achieve without good management.

There are three reasons why management is needed, the first is to achieve the goals that have been set in an organization; second, to maintain a balance between the conflicting goals of the groups in an organization; third to achieve efficiency and effectiveness in organizational work.

Meanwhile, in Anton (2010) book, it is explained that management is based on the word "to manage" which means to organize, manage, or manage. From this word, the meaning of management contains elements of management activities. Thus, questions arise regarding what is managed, how it is managed, what it is managed for, and who acts as a manager.

According to Stoner quoted by Wijayanti, management is the process of planning, organizing, directing, and supervising the efforts of organizational members and the use of other organizational human resources in order to achieve predetermined organizational goals. Meanwhile, according to Gulic, quoted by Wijayanti, defines management as a field of science that seeks systematically to understand why and how humans work together to achieve goals and make this system more beneficial to humanity.

This is in line with what Oey Liang Lee stated that management is defined as the art of planning, organizing, directing, and controlling human and natural resources to achieve predetermined goals.

2.1.1 Management Functions

According to GR. Terry (in Kasmir (2016)), management is a typical process consisting of planning, organizing, directing and controlling actions that are carried out to determine and achieve predetermined goals through the use of human resources and other sources.

As for some management functions according to GR. Terry are as below;

1) Planning

Planning is the earliest function in the management function as stated by most experts. Planning is the process of determining the direction to be taken and the activities needed to achieve the goals that have been set. In this case, it is determined what must be done, when it is done and started, how to do it, in what way it is done, and who will carry it out. The end of the process then produces a plan.

2) Organizing

Organizing is a basic management activity. Organizing is done to collect and arrange all the resources required in the plan, especially human resources so that activities to achieve predetermined goals can be carried out effectively and efficiently. Organizing means creating a structure with integrated parts so that they have a relationship that influences each other.

3) Actuating

Implementation or movement is one of the management functions that serves to realize the results of planning and organizing. Implementation is an effort to mobilize or direct labor and utilize existing facilities, which are intended to carry out work together. Actuating in organizations is also

commonly defined as the whole process of providing work motives to subordinates in such a way that they are willing to work seriously for the achievement of organizational goals.

4) Controlling

Green school atau disebut dengan adiwiyata adalah salah satu program kementerian Negara lingkungan hidup. Program ini dibuat dalam rangka mendorong terciptanya pengetahuan dan kesadaran warga sekolah dalam pelestarian lingkungan hidup. *Green school* atau adiwiyata mempunyai pengertian atau makna sebagai tempat yang baik dan ideal. Supervision is the process of observing and measuring an operational activity and the results achieved compared to the predetermined standards contained in the plan.

2.2 Green School

2.2.1 Definition of Green School

In language, Green School means green school. However, what is meant by green here is not only the physical appearance of the school that is green or shady, but also the existence of schools that have educational programs and activities that lead to awareness and wisdom towards the environment. Green school can be defined as a school that has a commitment and systematically develops certain programs to internalize environmental values into all school activities. The physical appearance of the school is ecologically arranged so that it becomes a vehicle for learning for all school members to be able to be wise and behave environmentally friendly.

3. Methods

The method used in this research is descriptive qualitative method. Data sources in this research include primary data and secondary data. Data collection techniques through observation, interviews and documentation. Furthermore, it provides general instructions for steps in qualitative data analysis, namely through data (data collection), data reduction (data reduction), data presentation (data display) and conclusion (conclusion) or verification (verification). Data validity checks through triangulation.

4. Results and discussion

4.1 Development of Madrasah Management Model Based on Green School in Madrasah Tsanawiyah Pesawaran Regency

Pesawaran District, as part of the Indonesian education region, faces significant challenges in improving the quality of education and environmental awareness in the madrasah tsanawiyah (MTs) environment. In this context, sustainability and innovation in madrasah management are imperative. This research project summarizes the effort to develop a management model of Green School-based MTs in Pesawaran Regency, which becomes the foundation for creating a sustainable and environmentally friendly educational environment.

The development of the Green School-based Madrasah Management Model in Pesawaran District is a series of concrete steps that are systematically designed to achieve the objectives of madrasah development in Pesawaran District.

4.1.1 Planning

Planning the management model of Green School-based MTs in Pesawaran Regency requires a systematic and comprehensive approach. This stage involves identifying the availability of resources, determining development strategies, and formulating implementation plans that are in accordance with the characteristics of the environment and school needs. In planning, it is important to involve all stakeholders, including teachers, learners, parents and other related parties. This plan should include aspects such as the provision of green infrastructure, sustainable curriculum, and training programs for teaching staff.

The planning of the management model of MTs based on Green School in Pesawaran District illustrates a critical initial stage in realizing sustainable and environmentally friendly education. A systematic and comprehensive approach is key in establishing a solid foundation for change towards environmentally sound schools.

1. Identify Resource Availability

Identifying the availability of resources is a strategic first step. This includes an evaluation of the school's existing physical and non-physical infrastructure, including an assessment of the sustainability of water usage, electricity, and waste management. The determination of development strategies should be done by considering the characteristics of the local environment, accommodating the challenges and potentials that are unique to MTs in Pesawaran Regency.

According to Robbins, Bergman, Stagg, and Coulter (2014), resource management involves planning, organizing, and supervising the use of organizational resources to achieve goals effectively and efficiently. The importance of accommodating local environmental characteristics reflects ethnographic principles in education. According to LeCompte and Schensul (1999), ethnography involves an in-depth understanding of the local context and culture that enables the development of appropriate and relevant educational models.

2. Stakeholder participation

The full participation of all stakeholders, such as teachers, learners, parents and other related parties, is an important cornerstone in this planning. Through consultation and dialogue sessions, various perspectives can be integrated, creating a plan that takes into account the needs and aspirations of all parties involved. The sustainability and success of this management model depends on the active support and understanding created among the school community.

According to Arnstein (2019), participation can be seen as a ladder of participation that includes levels ranging from "manipulation" to "empowerment." In this context, stakeholder participation is expected to reach the level of empowerment, where all parties have an active role in decision-making. In addition, continuity creates a conceptual foundation for understanding that stakeholder participation is not only limited to the planning stage, but must also be maintained in the implementation and evaluation of the management model. The sustainability of this model requires ongoing support from all relevant parties.

3. Determination of Development Strategy

Essential aspects such as the provision of green infrastructure must be carefully considered. This includes the construction or modification of school facilities to support green practices, such as the use of renewable energy and efficient building design. A sustainable curriculum should also be carefully designed, ensuring that environmental aspects are integrated in daily learning, creating the necessary awareness and skills for learners.

The creation of a sustainable curriculum reflects a holistic approach to teaching and learning. This theory is based on the concept of sustainable education (Sterling & Orr, 2001), which emphasizes integrating social, economic and environmental aspects in the curriculum to create a holistic understanding.

4. Training Program for Teachers

Training programs for teaching staff are important to ensure that the Green School-based approach can be implemented effectively. This training includes an increased understanding of environmental concepts, mastery of green technology, and teaching strategies that support sustainable approaches.

Education for Sustainable Development emphasizes the importance of integrating sustainability principles into the curriculum and educational practices. This theory creates a framework to ensure that education not only conveys knowledge, but also creates a deep understanding and practical skills in responding to environmental issues.

Teacher training programs can be designed based on these principles, ensuring that sustainability concepts and green practices are not only understood, but also effectively applied in daily learning. Dengan merinci setiap langkah perencanaan ini secara matang, diharapkan model manajemen MTs berbasis Green School di Kabupaten Pesawaran dapat dirancang dan diimplementasikan dengan sukses, menciptakan lingkungan pendidikan yang berdampak positif dan berkelanjutan.

4.1.2 Organizing

The organizing stage involves establishing an organizational structure that supports the implementation of the Green School-based management model. This includes determining the roles and responsibilities of each stakeholder, establishing environmentally-focused work teams and improving coordination between units in the school. Organizing also includes increasing the capacity of human resources through training and education related to environmentally friendly practices.

The organizing stage in the implementation of the Green School-based management model plays a key role in creating a solid foundation for the sustainability and success of the program. At this stage, the main focus is on establishing an organizational structure that supports sustainable practices, improving coordination between units, and developing the capacity of human resources through training.

1. Green School-Based Organizational Structure

The first step in the organizing stage is to establish an organizational structure that supports the implementation of the Green School-based management model. This organizational structure includes the roles and responsibilities of each stakeholder involved in the Green School program, providing a clear basis for the implementation of environmentally friendly practices throughout the school.

The Green School organizational structure needs to be designed to create an environment that supports sustainable practices. This includes determining the roles and responsibilities of each stakeholder element, such as teachers, administrative staff, students and other related parties. The establishment of environmentally-focused work teams and improved coordination between units are key in this structure. As proposed by Mintberg (1979), it presents various organizational structure models that can be applied in the context of Green School. These models include the functional structure, matrix structure, and adhocracy structure. The selection of the most appropriate model will ensure that each element in the structure has a clear role and contributes to the overall goals of the Green School.

2. Inter-unit Coordination

The next step in the organizing stage is to improve coordination between units in the school. Effective coordination is essential to ensure that all elements of the Green School work in synergy and support each other. Improving inter-unit coordination involves developing effective and mutually supportive communication mechanisms. This includes the establishment of clear communication channels, regular exchange of information and collaboration between environmentally-focused work teams. Coordination may also involve periodic meetings to discuss progress and challenges faced.

As noted by Thompson (2017), this provides a basis for understanding the various mechanisms that can be used to improve coordination. These include establishing rules and procedures, engaging in structured information exchange, and creating cross-unit work teams. The application of this theory helps to avoid communication barriers and ensure effective collaboration in the Green School context.

3. Human Resource Capacity Building

The organizing stage also includes capacity building of human resources (HR) through training programs for teaching staff. This training is necessary to ensure that the school's human resources have a deep understanding of the Green School concept, mastery of green technology, and teaching strategies that support a sustainable approach. The training program should be designed with a focus on the critical aspects required for a successful Green School. This includes an in-depth understanding of environmental concepts, integration of green technologies in the learning process, and development of teaching strategies that stimulate environmental awareness in learners.

Human Resource Development provides the basis for designing effective training programs. Education related to environmentally friendly practices, introduction of green technology, and implementation of sustainable teaching strategies are central to HR capacity development. This theory emphasizes the importance of aligning training programs with organizational needs and goals.

Increasing HR capacity through training will produce teaching staff who are competent and skilled in implementing the Green School-based management model. This will create a supportive learning environment, create a positive impact on learners, and stimulate environmental awareness.

4. Integration of Green School Concept in Stakeholder Roles

At this stage, the main focus is to involve each stakeholder in a role that is in line with the Green School concept. The establishment of clear roles and responsibilities for each stakeholder element ensures active involvement and positive contributions to the implementation of the Green School-based management model. Active stakeholder participation is the key to Green School success. Each element, including teachers, students, parents and other related parties, needs to be involved in sustainable practices. Through understanding their roles in the context of Green School, stakeholders can make significant contributions and create an inclusive environmental culture.

In the theory of stakeholder participation provides the basis for the establishment of stakeholder roles and responsibilities. According to this theory, stakeholders who are actively involved in the decision-making and implementation process have a greater stake in the success of the program. Understanding these roles can increase ownership and commitment to sustainable practices in schools.

By detailing these aspects in the organizing stage, the Green School-based management model in Pesawaran District can be implemented well, creating a structure that is responsive, coordinated and supported by qualified human resources.

4.1.3 Actuating

Implementing the Green School management model involves implementing the plans that have been designed. This includes the implementation of an environment-based curriculum, the construction of green facilities, and the integration of environmentally friendly practices in daily school activities. Teachers and students need to be encouraged to be actively involved in environmental programs, such as waste management and greening activities, so that the Green School concept can be manifested in real practice.

The implementation of the Green School management model is the key stage where the plans that have been designed in the previous stage are realized in daily practice at school. The implementation process covers several aspects, including the implementation of an environment-based curriculum, the construction of green facilities and the integration of environmentally friendly practices in routine school activities.

1. Implementation of the Environment-Based Curriculum

At the implementation stage, the environment-based curriculum should be implemented thoroughly. Teachers need to ensure that environmental concepts are integrated in all subjects, creating consistent awareness and understanding among learners. This curriculum could include global environmental issues, understanding of natural resources, and strategies to preserve the environment.

2. Construction of Green Facilities

The construction of green facilities, such as waste management systems, green open spaces, and renewable energy, is an important part of implementing the Green School model. This can be done through building projects that involve the active participation of teachers, students and school staff. Green facilities not only support sustainable practices but also create a physical environment that supports environmental learning.

3. Integration of Environmentally Friendly Practices

Integrating environmentally friendly practices in daily school activities involves changing behaviors and habits. Teachers and students need to be encouraged to be actively involved in environmental programs, such as waste management, recycling and greening activities. Through active participation, the Green School concept can be manifested in real practice in the school environment.

In Mintberg (1979) implementation theory, highlights the importance of coordination and integration in carrying out the plans that have been designed. The implementation of the Green School model requires a good understanding of the roles and responsibilities of each individual in the organization, so that implementation can be carried out synergistically. By carrying out this implementation plan, Green School can achieve the overall goal of creating a sustainable and environmentally friendly educational environment.

4.1.4 Controlling

The monitoring stage is key in ensuring the continuity and sustainability of the Green School management model. This process involves continuous monitoring of the implementation of green practices, evaluation of school performance and collection of feedback from all stakeholders. Oversight also involves continuous improvement of the Green School-based management model through iterative planning cycles and adjustments based on evaluation results.

The supervision stage is key in ensuring the continuity and sustainability of the Green School management model. This process involves not only continuous monitoring of the implementation of green practices but also evaluation of the overall school performance and collection of feedback from all stakeholders.

1. Monitoring the Implementation of Green Practices

Monitoring the implementation of green practices is a critical step in the supervision stage. Teachers, administrative staff, and students need to engage in continuous monitoring of the implemented environmental practices. This can involve regular audits of green facilities, evaluation of environmental programs, and recording of performance data related to sustainable practices.

2. School Performance Evaluation

School performance evaluation includes a thorough assessment of the impact of sustainable practices. The achievement of Green School goals, the level of stakeholder participation, and behavioral changes that support environmental practices are the main focus of the evaluation. Data from the evaluation can be used to identify areas for improvement and ensure that the Green School achieves the desired positive impact.

3. Collecting Stakeholder Feedback

Feedback from all stakeholders, including teachers, students, parents and other relevant parties, is an important aspect of the monitoring process. Involving stakeholders in providing feedback helps analyze the effectiveness of practices and evaluate the extent to which the Green School-based management model is creating the expected impact. Feedback collection can be done through interviews, surveys or participatory meetings.

4. Continuous Improvement through Iterative Planning Cycles

Monitoring also includes continuous improvement of the Green School management model. Through iterative planning cycles, evaluation results are used to design improvements and adjustments to the model. This may involve updating the curriculum, upgrading green facilities, or adjusting environmental programs. This cycle ensures that the Green School continues to evolve according to the needs and changes in the environmental context.

Oversight provides a framework for understanding the importance of continuous monitoring and evaluation. By applying the principles of supervision, Green School can maintain consistency in the implementation of sustainable practices and respond more effectively to environmental dynamics.

Through a careful oversight process, the Green School can ensure that the Green School-based management model continues to be a pioneer in sustainable education, making a sustainable positive impact on the environment and the school community.

4.2 Obstacles in the Development of Green School-Based Madrasah Management Model in Madrasah Tsanawiyah Pesawaran Regency

This research identified several barriers faced in the effort to develop a Green School-based Madrasah management model in Madrasah Tsanawiyah Pesawaran District. These barriers are key factors affecting the implementation and sustainability of environmentally friendly practices in the context of education in Madrasah Tsanawiyah.

a. Limited Resources

One of the main barriers identified is the limited resources, including physical infrastructure, finance and human resources that support the development of the Green School management model. These limitations may restrict the ability of Madrasah Tsanawiyah to build green facilities, provide training for teaching staff, and implement comprehensive environmental programs.

b. Lack of Environmental Awareness

The lack of environmental awareness among stakeholders, including teachers, students and parents, is a serious obstacle. Without an adequate understanding of the importance of environmentally friendly practices, the implementation of the Green School management model is difficult to effectively implement. Campaign efforts and socialization programs are needed to raise awareness and understanding of the benefits of sustainable practices.

c. Absence of Supporting Policies

The absence of government policies that support the development of the Green School management model is also a significant obstacle. Unsupportive policies can hinder school initiatives in implementing sustainable practices and narrow the scope of implementation of the Green School management model.

d. Community Response

Community response to the Green School concept is also a factor that influences the development of the management model. Disapproval or displeasure from some people can hinder the implementation of environmental programs in Madrasah Tsanawiyah. Therefore, it is necessary to make efforts to gain broad community support and participation.

e. Lack of Access to Green Technology

Madrasah Tsanawiyah may have limited access to green technology and renewable energy needed to support environmentally friendly practices. This lack of access may limit the implementation of green facilities and hinder the development of a Green School management model.

A thorough understanding of these barriers is key in designing effective development strategies. Collaborative efforts between stakeholders, local government and the community need to be enhanced to overcome these barriers and realize the vision of Green School in Madrasah Tsanawiyah Pesawaran District.

5. Conclusion

Based on the results of this study, the development of a Green School-based Madrasah management model in Pesawaran District is an important initiative in improving the quality of education and environmental awareness among madrasah tsanawiyah. The planning stage shows the importance of a systematic approach and involving all stakeholders to create a solid foundation for change towards an environmentally sound school.

In the organizing stage, the establishment of a Green School-based organizational structure is a strategic step. Effective organization includes the formation of work teams, improving coordination between units, and increasing the capacity of human resources. The selection of an appropriate organizational structure model, good coordination, and human resource capacity building through training form a strong foundation for the implementation of the Green School model.

At the implementation stage, the implementation of an environment-based curriculum, the construction of green facilities and the integration of environmentally friendly practices are the main focus. The importance of involving teachers and students in environmental programs shows that the Green School concept can be realized in daily practice at school.

However, the research also identified barriers that need to be overcome. Limited resources, lack of environmental awareness, absence of supporting policies, community response and lack of access to green technology were the main challenges. The development strategy should take these barriers into account by increasing stakeholder participation, raising awareness, encouraging supporting policies, building community support, and improving access to green technology.

Overall, supervision is key in ensuring the sustainability of the Green School management model. Monitoring the implementation of green practices, evaluating school performance, collecting feedback from stakeholders, and continuous improvement through the planning cycle are essential steps to achieve Green School goals. By overcoming barriers and actively involving stakeholders, Green School in Madrasah Tsanawiyah Pesawaran District can be an inspiring example in realizing sustainable and environmentally friendly education..

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