



**Environmental Management and Cleanliness Program of Educational Units
to Support the ASRI Indonesia Movement**
(A Study at State Senior High School 18, Bandung City)

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ABSTRACT

This study examines the implementation of the School Environmental Management and Cleanliness Program in supporting the Indonesia ASRI (Movement at SMA Negeri 18 Bandung. A clean, organized, and environmentally friendly school environment plays a significant role in enhancing students' learning experiences, character development, and overall well-being. The research aims to describe and analyze the planning, implementation, evaluation, and follow-up of environmental management and cleanliness initiatives integrated into the school's K7 culture, which includes cleanliness, beauty, orderliness, security, family spirit, greenery, and health. This study employed a descriptive qualitative approach using observations, in-depth interviews, documentation, and triangulation techniques. Data were collected from the principal, teachers, students, and parents as key stakeholders involved in the program. The analysis followed the Miles and Huberman model, consisting of data reduction, data display, and conclusion drawing. The findings reveal that the school has established a structured waste management system supported by official policies, stakeholder participation, and collaboration with external institutions. A major innovation involves processing organic waste from the Free Nutritious Meal Program into compost, creating both environmental and educational benefits through circular economy practices. The program has successfully produced marketable compost products while fostering environmental awareness among students. However, challenges remain, particularly in budget limitations, infrastructure availability, and the need for broader community participation. The study concludes that the environmental management and cleanliness program contributes positively to supporting the Indonesia ASRI Movement by promoting sustainable environmental behavior, strengthening character education, and creating a healthier and more conducive learning environment for all school members.

Keywords: *Environmental Management, Cleanliness Program, Educational Units, ASRI Indonesia Movement*

INTRODUCTION

A clean, healthy, and well-organized educational environment is not merely an aesthetic complement, but a vital instrument in supporting the effectiveness of the teaching and learning process. Senior high school (SMA) is a crucial phase for students to develop character and discipline, where the school atmosphere significantly influences their psychology and comfort in absorbing knowledge.

However, the challenge of maintaining consistent cleanliness and spatial planning often stems from a lack of awareness among the school community and suboptimal program management. SMA Negeri 18 Bandung, as a formal educational institution in an urban area, has a significant responsibility to create a conducive educational ecosystem for its students.

The environmental management and cleanliness program extends beyond sweeping and cleaning; it encompasses infrastructure management, school waste management, and the creation of functional green open spaces. The implementation of this program is crucial to assess the extent to which school policies are able to change the behavior of the school community and create an environment that is not only physically clean but also supports the vision of sustainable education (Adiwiyata).

Waste management in West Java, particularly in metropolitan areas like Greater Bandung, continues to be critical. The heavy reliance on the Sarimukti Final Disposal Site (TPA)—which is estimated to be at critical capacity—requires a radical overhaul of regional waste management from upstream to downstream.

The Indonesia ASRI (Safe, Healthy, Clean, Beautiful) Movement is a national initiative launched by President Prabowo Subianto in early 2026 to address the waste problem and create a clean and comfortable environment. This movement focuses on environmental cleanliness, integrated waste management, a culture of mutual cooperation, and reforestation. This movement is expected to become a sustainable operational research tool to improve the comfort and health of public spaces in Indonesia.

Broken Windows Theory: Introduced by James Q. Wilson and George L. Kelling in 1982, this theory links environmental cleanliness to social behavior and crime. Theory's essence: If a window in a building is broken and left untouched, passersby will assume that no one cares. Soon, other windows will follow suit, and trash will begin to pile up. Relationship to Cleanliness: A dirty, vandalized, and unkempt environment sends a signal that the area is unsupervised. This encourages others to litter, vandalize, or even commit crimes. Conversely, a clean environment maintains social order.

Theory of Planned Behavior (TPB) Developed by Icek Ajzen, this theory views cleanliness as a planned behavior based on three main factors: Attitude: A person's personal assessment of whether maintaining cleanliness is good or bad. Subjective Norm: Social pressure or influence from others (whether family/friends consider

cleanliness important). Perceived Behavioral Control: How easy or difficult a person feels it is to perform a particular cleanliness action (e.g., having a trash can makes it easier to maintain cleanliness).

In Islamic teachings, a Muslim should maintain a clean and healthy environment. As the Prophet Muhammad (peace be upon him) said:

الإِيمَانُ شَطْرُ الطُّهُورِ

Meaning: "Purity (cleanliness) is half of faith." (Narrated by Muslim).

Therefore, we must maintain a clean and healthy environment. Furthermore, a Muslim must not damage the environment, which could lead to problems and disasters. As Allah SWT says in the Qur'an:

﴿وَلَا تُفْسِدُوا فِي الْأَرْضِ بَعْدَ إِصْلَاحِهَا وَادْعُوهُ خَوْفًا وَطَمَعًا إِنَّ رَحْمَتَ اللَّهِ قَرِيبٌ مِّنَ الْمُحْسِنِينَ﴾

Meaning: "Do not cause mischief on the earth after it has been properly arranged. Pray to Him with fear and hope. Indeed, the mercy of Allah is close to those who do good." (Q.S. Al-A'raf: 56).

Based on this, this article will discuss the actual implementation of environmental management policies at SMAN 18 Bandung, the obstacles encountered, and their direct impact on the quality of the school's academic atmosphere.

METHODOLOGY

This research uses a descriptive qualitative method with the aim of systematically, factually, and accurately describing the facts and relationships between the phenomena being investigated (in this case, the implementation of the Cleanliness and Environmental Management Program).

The Research Method Flowchart is as follows:

- a. Pre-Field Stage (Preparation). This stage focuses on conceptual strengthening and permitting.
 - 1) Problem Identification: Observing the initial condition of cleanliness and environmental management at SMAN 18 Bandung and its relevance to the research project "Indonesia ASRI."
 - 2) Preliminary Study: Studying government policy documents regarding the Indonesia ASRI (Safe, Healthy, Neat, Beautiful) Movement.
 - 3) Instrument Development: Preparing interview guidelines, observation sheets, and a list of required documents.
 - 4) Permit Processing: Arranging research permits from the campus to the school.
- b. Field Stage (Data Collection). In accordance with qualitative characteristics, data were collected using triangulation techniques:
 - 1) Passive Participatory Observation: Researchers directly observed waste management, the arrangement of parks, and sanitation facilities at SMAN 18 Bandung.

- 2) In-depth Interviews:
 - a) Principal/Vice Principal for Infrastructure: Regarding policies and budgets.
 - b) Program Implementation Team: Regarding daily implementation techniques.
 - c) Students & Teachers: Regarding participation and perceived impacts.
- 3) Documentation Study: Collecting school profiles, activity photos, and evaluation reports of the sanitation program.
- c. Data Analysis Stage (Miles & Huberman Model). Qualitative data is descriptive (words), so analysis is carried out continuously:
 - 1) Data Reduction: Summarizing, selecting key points, and discarding irrelevant data from extensive interviews.
 - 2) Data Display: Organizing information in narrative form, tables, or charts to clearly illustrate the flow of the environmental management program.
 - 3) Conclusion Drawing & Verification: Seeking meaning from the collected data to answer: "How does this program support the ASRI Indonesia Movement?"
- d. Final Stage (Reporting)
 - 1) Data Validity Testing: Conducting member checks (reconfirming findings with the school) to ensure objectivity.
 - 2) Report Preparation: Compiling descriptive research results that describe the successes, obstacles, and impacts of the program at SMAN 18 Bandung.

Data Collection Techniques and Instruments

a. Interviews

Interviews are a data collection technique through a direct question-and-answer process between the researcher and the informant to obtain in-depth data. Moleong (2019: 186) states that an interview is a purposeful conversation conducted by two parties: the interviewer and the informant.

Types of interviews include structured, semi-structured, and unstructured interviews (Sugiyono, 2015: 194). The purpose of interviews is to comprehensively explore information, experiences, and perspectives from informants that cannot be obtained through other techniques.

b) Observation

Observation is a data collection technique that involves directly observing the activities and behavior of research subjects in natural situations. According to Sugiyono (2015: 203), observation is used when research concerns human behavior, work processes, and natural phenomena.

Observation is divided into participatory and non-participatory observation (Moleong, 2019: 176). This technique aims to obtain factual and objective data regarding the processes and interactions that occur in the field.

c) Documentation Study

Documentation study is a data collection technique through the review of written and visual documents relevant to the research. Arikunto (2014: 274) states

that documentation is a data collection technique used to obtain data from written sources such as archives, reports, and official records. Documentation serves as supporting data and a triangulation tool to increase the validity of research data.

d) Triangulation

Triangulation is a technique for checking data validity by comparing data from various sources, techniques, and time periods. According to Moleong (2019: 330), triangulation is used to increase data credibility by checking the validity of information from various points of view.

RESULT AND DISCUSSION

Result

The waste management crisis, particularly in Bandung City, is not new, but rather the result of a less-than-sophisticated management system. Overloaded Sarimukti Landfill: The Sarimukti Landfill in West Bandung Regency, which serves as the backbone of the Greater Bandung area (Bandung City, Bandung Regency, West Bandung, and Cimahi), has exceeded its capacity (overload). The height of the pile of waste is reportedly far beyond the ideal safe limit.

Absence of Independent Landfills at the City Level: Bandung City, for example, is one of the few large cities without its own landfill, so final disposal relies entirely on provincial policies.

The Still-Dominant "Transport-Dump" Pattern: Household awareness of waste sorting remains at around 30%. This low level of upstream sorting leads to landfills quickly filling up with organic waste that should be processed independently. The K7 (Cleanliness, Beauty, Order, Security, Shade, Family, and Health) program at SMA Negeri 18 Bandung is a program that fosters habits and strengthens school culture to create a clean, beautiful, orderly, safe, healthy, and beautiful learning environment, while fostering a sense of community. A school environment that meets the K7 principles will support comfortable learning, develop student character, and improve the quality of educational services. This research will focus on the cleanliness program that has been implemented, from waste management to the impact of the circular economy.

The program foundations used as the legal basis for developing the K7 program in schools include:

- 1) Law No. 20 of 2003 concerning the National Education System.
- 2) Law No. 32 of 2009 concerning Environmental Protection and Management.
- 3) Minister of Education and Culture Regulation concerning Facilities and Infrastructure.
- 4) West Java Governor's Circular Letter No. 28/LH.01.04.02/DLH concerning the implementation of the ASRI Indonesia Movement.
- 5) West Java Provincial Education Office Decree No. 2070/1/RT.03.05/SEKRE

concerning the call to maintain school cleanliness.

- 6) Implementation of the 7 Habits of Great Indonesian Children by the Ministry of Elementary and Secondary Education (KEMENDIKDASMEN).
- 7) Strengthening of the West Java Province PANCAWALUYA Character Education.
- 8) National Education Standards (SNP) and IASP (School Accreditation).
- 9) Internal school regulations and policies.

This demonstrates that the waste management and organization program in support of the ASRI Indonesia Movement still needs improvement, including collaborative outreach efforts with relevant parties, such as the Environmental Service Technical Implementation Unit (UPT) and communities focused on nature and the environment. One such community, the Pandawara Group, is predominantly comprised of alumni of Bandung State High School 18. The school's efforts to minimize waste, particularly leftovers from Free Nutritional Meals (MBG), were welcomed through a Community Service Program initiated directly by Dr. Gemilang Lera Utama Saripudin, S.Pt., M.I.L., Dean of the Faculty of Agricultural Industrial Technology, Padjadjaran University. He stated that "Cleanliness and environmental awareness can be fostered within the family, exemplified by each educational unit," by assisting and facilitating the utilization and processing of waste into compost.

However, according to the Public Relations Unit of the Environmental Agency, which visited the school, the MBG leftovers do not need to be managed by the school, as each Nutritional Fulfillment Service Unit (SPPG) has been allocated a budget to manage such food waste.

On the other hand, the Principal of SMA Negeri 18 Bandung, Dani Wardani, S.Pd., M.M.Pd., stated, "The waste management learning process must be transmitted through co-curricular activities, which are expected to be implemented in each student's home environment." Therefore, the waste management process at SMA Negeri 18 Bandung is adjusted to the conditions and capacity of available components. There are only six composting containers available, and the process to produce fertilizer can take four weeks or a month.

Discussion

The first step taken internally by the school is the principal, along with the Management Team, to develop Main Tasks and Actions, or in other words, to create a binding Decree regarding the cleanliness management and arrangement program to be implemented.

This requires the Principal's wisdom and intervention in selecting and assigning teachers to play a key role in implementing the program. Another step is coordinating the issuance of the decree for student officials to implement the

cleanliness program, consisting of members of the Student Council (OSIS) for the Environment and class representatives for the cleanliness department.

The main focus of the program, as concluded from this research, is the management of organic waste from Free Nutritional Food Waste (MBG), managed by members of the Student Council (OSIS) in the environmental division, with the goal of producing compost that can be sold for environmental benefits.

Efforts to implement the K7 program have not been fully implemented due to limited budgeting. However, collaborative efforts, in addition to the Faculty of Agricultural Technology (FTIP) at Padjadjaran University (UNPAD), have involved requesting the West Java Provincial Environmental Service Unit (UPT DLH) to donate four biopore diggers and anaerobic decomposer barrels.

This program has been running since early March, producing 90 kg of compost in the first phase. This compost has been distributed to parents at a selling price of 13,000 rupiah per kg through the Public Relations Department of SMA Negeri 18 Bandung. The profits from these sales can be used by the students to cover future production costs, thus enabling the circular economy learning process.

The steps for making compost, as explained by respondents, include Safwan, a student who is the leader of this waste management program.

1. Chopping: Cut or chop the green and brown materials into smaller pieces. The smaller the pieces, the faster the decomposition process.
2. Layering: Place the brown materials at the bottom of the container to a thickness of 15–20 cm, then layer the green materials on top. Sprinkle a little soil between the layers.
3. Activator: Dissolve EM4 and a little sugar in water, then sprinkle evenly over the waste pile to speed up the fermentation process. Ensure the mixture is moist, but not too wet or soggy.
4. Covering and Stirring: Tightly cover the container to protect it from rain and pests. Stir the mixture once a week to ensure even air circulation and a complete composting process.
5. Harvesting: The compost will be mature after one month. Characteristics of compost that is ready to use are that it resembles loose soil, is dark black, and does not smell bad (but rather smells like wet soil/forest).

Follow-up efforts to the Waste Management and Arrangement Program to support the ASRI Indonesia Movement include the following programs:

- a. Program Targets
 - 1) Students
 - 2) Educators and education personnel
 - 3) School residents and guests

4) School environment and facilities

b. K7 Program Components and Activities

1) Cleanliness

- a) Class and school area duty
- b) Clean Tuesday and Clean Friday Movement
- c) Waste management (organic-inorganic sorting)
- d) Toilet and cafeteria cleanliness supervision

2) Beautification

- a) Garden and classroom arrangement
- b) Most beautiful class/environment competition
- c) Wall display and literacy corner arrangement
- d) Display of educational slogans and posters

3) Order

- a) Enforcement of school regulations
- b) Discipline regarding attendance and dress code
- c) Queuing culture and internal traffic order
- d) Supervision of study and break times

4) Security

- a) School security system (security guards, CCTV, guest book)
- b) Regular inspections of facilities and infrastructure
- c) Evacuation routes and assembly points
- d) Prevention of bullying and violence

5) Family

- a) 5S Culture (Smile, Greet, Say Hello, Be Polite, and Courteous)
- b) Community activities within the school community
- c) Strengthening the role of the Student Council (OSIS) and homeroom teachers
- d) Persuasive mentoring of students with problems

6) Shade

- a) Planting and caring for plants
- b) One class, one plant program
- c) Garden and green space maintenance
- d) Environmentally friendly school education

7) Health

- a) Optimization of the School Health Unit (UKS)
- b) Education on clean and healthy living behaviors (PHBS) and adolescent health

- c) Regular health check-ups
- d) Sanitation and healthy canteen supervision

This aligns with the Theory of Planned Behavior (TPB) developed by Icek Ajzen, which defines cleanliness as a planned behavior based on three main factors: Attitude: A person's personal assessment of whether maintaining cleanliness is good or bad. Subjective Norm: Social pressure or influence from others (whether family/friends consider cleanliness important). Perceived Behavioral Control.

The FTIP Unpad collaboration team has finally innovated for digital administration by creating a school waste management dashboard. The website can be accessed at <https://dashboard-sampahsma18.vercel.app/> so that all members of SMA Negeri 18 Bandung can monitor its progress.

CONCLUSION

This research is not merely an academic assignment, but is deeply connected to the researcher's daily work as an educator. Choosing this title demonstrates that the researcher cares not only about what happens in the classroom but also the surrounding ecosystem. The following is a review of the theme's relevance to the teaching profession: Research on environmental management is a concrete manifestation of the implementation of character values (discipline, responsibility, and environmental awareness) taught by teachers to students. The researcher is capturing how classroom theory translates into concrete action in the field. As managers of learning environments, teachers are responsible for creating a conducive learning environment. A clean and beautiful environment psychologically improves the focus and well-being of both students and teachers. By researching this program, the researcher is evaluating her "second home." The results of this research can serve as a basis for researchers and colleagues to create a more comfortable classroom and school environment for teaching and learning. Continuing Professional Development (PKB) As teachers, researchers are required to publish scientific publications or create innovative works for career development (promotion/grade). This descriptive qualitative research fulfills the requirements for a Scientific Paper (KTI). Because the researcher's location was at her own school (SMAN 18 Bandung), the results have high practical value for the institution where she serves, while also enriching her professional portfolio. The Role of Teachers in Supporting Government Programs: The Indonesia ASRI Movement is a national program. Schools are the smallest and most effective units for seeding this movement. Teachers are the spearhead of education policy. Through this research, the researcher plays a strategic role as a "bridge" between government policy (the Indonesia ASRI Movement) and the reality of its implementation at the educational unit level.

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