

## Evaluation of Internalization Green Economy Behavior at SMA Negeri 32 Jakarta

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### ABSTRACT

This study examines the implementation of green economy behavior at SMAN 32 Jakarta. Flooding in Indonesia, exacerbated by plastic waste, highlights the need for environmental awareness. Using qualitative research and SWOT analysis, data were collected through observation and interviews with eight informants. The study employs IFAS and EFAS matrices to evaluate strengths, weaknesses, opportunities, and threats. Findings reveal successful implementation of green practices, such as using tumblers and waste sorting, supported by curriculum integration and teacher supervision. The recommended strategy for improvement is the SO (Strengths-Opportunities) strategy, aiming to embed green economy behavior in students' daily lives. This strategy leverages the school's strengths and opportunities for maximum impact.

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## INTRODUCTION

Humans are crucial in preserving the environment and bear the responsibility to sustainably manage natural resources for ecosystem survival. However, the intense desire to fulfill life satisfaction often drives humans to exploit nature, causing environmental damage due to prioritizing their own needs over ecological sustainability (Karim, 2018). Human interaction with the environment is a continuous natural process, as humans rely on environmental resources to meet their daily needs (Akhadi, 2014). Over the past five years, Indonesia has faced numerous environmental issues and natural disasters. Data from the National Disaster Management Agency (BNPB) indicates that from 2019 to 2023, there have been 15,335 natural disasters in Indonesia, with tornadoes (4,517 cases), floods (4,264 cases), and landslides (3,997 cases) being the most frequent.

One of the two most frequent problems in Indonesia is flooding, this disaster is almost never absent and always occurs every year. Based on Anggara et al., (2019) explained that the factors causing flooding are due to high rainfall coupled with poor drainage channels caused by accumulated garbage. Based on data from the Central Statistics Agency (2023) the total population of Indonesia in 2022 reached 275,773,840 people, making Indonesia the fourth most populous country in the world. Having such a large population makes Indonesia produce tens of tons of waste per year. Based on data from the National Waste Management Information System (SIPSN) of the Ministry of Environment and Forestry (KLHK), the volume of waste generation in Indonesia in 2022 reached 19.45 million tons (Annur, 2023). With that volume of waste, plastic waste ranks second with a percentage of 18.55% of the total waste in Indonesia after food waste at 41.55% (CNBC Indonesia, 2023).

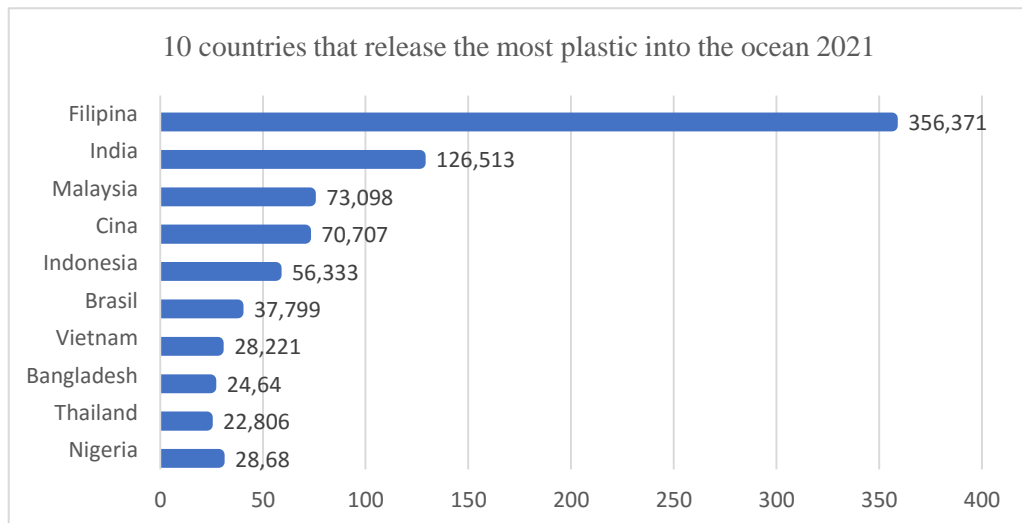


Table 1. 10 countries that release the most plastic into the ocean 2021

The data above is processed by Mutia (2022) the data shows that most countries in Asia are the largest releasers of plastic waste in the high seas, this proves the research conducted by Mitha (2022) which concludes that the study he conducted shows that the increase in population density on the island of Java has a major impact on increasing waste generation. This is mainly

supported by massive material consumption as a form of improving the standard of living of citizens, while public concern for waste management is still low. In addition to low awareness of waste management, the increasing population has caused waste management facilities to face problems related to capacity while the need for waste services continues to increase.

Data from Good Stats (2023) indicates that Indonesia is not among the top five plastic-producing countries globally, suggesting that the primary issue causing flooding is not excessive waste or rapid population growth but poor waste management. Inefficient waste distribution disrupts the balance between humans and nature, leading to recurrent natural disasters such as floods.

The educational environment, especially schools, faces various challenges post-Covid-19, including a decline in children's morals in Indonesia. Nuwa (2020) states that moral degradation among children has significantly increased after the pandemic. Schools, as centers of education and character building, must instill good behaviors and habits in students. One such habit is the practice of green economy behavior.

The concept of a maximized economy, while balancing energy and natural resources is the definition of the application of green economy in accordance with the training offer letter Number 0317/P.01/01/2003 issued by the Ministry of National Development Planning. It can be interpreted that the application of the green economy increases the concept of a new economy that is oriented towards improving economic aspects while still taking into account environmental sustainability in development activities. The form of application can be carried out through learning activities within the school, such as by starting to divide waste into several categories (plastic, organic and non-organic), then by getting used to minimizing the use of plastic in economic activities in the school environment, getting used to students bringing drinking bottles or tumblers and so on.

The Governor of DKI Jakarta's regulation number 187 (2016) on disaster-safe schools/madrasas emphasizes the importance of increasing public participation, including students, in creating disaster-safe educational environments. The regulation integrates safe school initiatives with existing knowledge and skills, such as healthy schools, green schools, adiwiyata schools, and other child-friendly education models. It highlights the need for schools to encourage student participation in fostering green schools.

SMAN 32 Jakarta is one of the schools striving to internalize green economy behavior through their green school program implemented since 2020. The program aims to instill environmentally friendly habits in students by reducing plastic usage, enhancing recycling practices, and introducing the 3R concept (Reduce, Reuse, Recycle) into their daily lives. This effort is expected to create a cleaner and more sustainable school environment while fostering environmental awareness among the younger generation.

Throughout the program, it is crucial to conduct regular strategic evaluations to improve the program's effectiveness and quality. These evaluations can help identify the strengths and weaknesses of the current implementation, discover opportunities for improvement, and address

potential threats. Consequently, the school can adapt better strategies to ensure the green school's goals are optimally achieved, and strong green economy behavior is instilled in students. In 2023, SMAN 32 Jakarta achieved the top ranking for the cleanest canteen and Safe School Children's Snack Food (PJAS) at the national level. This achievement demonstrates that the green school program at SMAN 32 Jakarta not only positively impacts the school environment but also shapes a generation that is more conscious and responsible for environmental sustainability.

Based on the discussion and considering the existing problems and potentials, it is necessary to make an effort to develop a strategy for internalizing green economy behavior in an educational facility, namely a school and SMA Negeri 32 Jakarta is one of the schools that is working on this. A plan and research is needed to encourage the cultivation of green economy behavior within the school. Therefore, the author conducted further research to evaluate the strengths, weaknesses, opportunities and threats in internalizing green economy behavior at SMA Negeri 32 Jakarta.

## LITERATURE REVIEW

### *Green Economy Behavior theory*

According to the United Nations Environment Programme (UNEP), a green economy is an economic concept that focuses on improving living standards and social equity, while significantly reducing environmental risks and ecological thresholds while prioritizing equity and community development. According to Goleman et al., (2012) in his book "Ecoliterate" explains that green behavior is human behavior in protecting and maintaining the environment in everyday life. This green behavior arises due to their increased sense of care and is driven by human awareness to love the universe.

It is clear that the focus of the green economy is the stability between the process of supporting an ever-increasing human standard of living while reducing ecological risks to the environment. And it can be concluded that the concept of green economy is an economic concept that focuses on producing and consuming goods and services that are environmentally friendly while improving people's living standards and continuing to balance between the two. Meanwhile, green economic behavior is the behavior of protecting and maintaining the environment shown by always using environmentally friendly products in order to create a balance between the beauty of the environment and the rotation of the economy.

## METHODOLOGY

The research method used is qualitative research method using SWOT analysis technique (Strengths, weaknesses, opportunities, and threats). The data used in this study are primary data collected using data collection techniques through observation and interviews with informants totaling 8 people consisting of one head of administrative affairs, 3 vice principals, one teacher, and 3 students from classes XI and XII. Informants are determined by the sample selection technique, namely the purposive sampling method. The testing of data collection results will use the IFAS (Internal Factors Analysis

Summary) and EFAS (External Factors Analysis Summary) matrix, which is described in the following scheme:

External Factors	Internal Factors	
	<i>Strengths (S)</i>	<i>Weaknesses (W)</i>
<i>Opportunities (O)</i>	SO	WO
<i>Threats (T)</i>	ST	WT

Table 1. 2 SWOT Matrix

**RESEARCH RESULT**

*Interview Results*

After conducting interviews at SMAN 32 Jakarta for thesis research, the researcher conducted an internal environmental analysis focused on the green school program implemented at the school. As a result, the researcher found several important points in each aspect that was implemented during the program implementation. The following are the internal factors covered by strengths, weaknesses, and external factors covered by opportunities and threats identified at SMAN 32 Jakarta.

No	Strength	Question	Answer
1	Students and school officials who voluntarily participate in helping and participating in the program.	How was the participation of students and school officials during the program?	The participation of learners and school officials in the green economy program at SMAN 32 Jakarta showed a significant increase despite some initial difficulties. Learners, who were initially reluctant due to a change of habit, now voluntarily participate in the program. They bring their own tumblers and food containers and follow the school rules without coercion. This shows that the school's supportive atmosphere and facilities successfully encouraged students to participate in the program with enthusiasm.
2	The totality of teachers who always take part in the implementation of the program	How did the teachers of SMAN 32 participate during the program?	Teachers at SMAN 32 Jakarta play a very important role in the success of the green economy program. They are committed to supporting the program in various ways, such as reminding students, supervising the implementation of the program, and setting a good example by bringing their own tumblers and cutlery. Picket teachers and homeroom teachers have the main role in supervision, while other teachers continue to provide support through supervision and reminders while teaching. Their contribution is very visible in maintaining the sustainability of the program and forming good habits among students.

3	Fostering new behaviors and habits of students that are beneficial	How was the participation of students and school officials during the program?	The green economy program at SMAN 32 Jakarta succeeded in fostering new beneficial behaviors and habits among students. The program not only influenced students to be more disciplined in terms of hygiene and plastic waste reduction, but also encouraged them to adopt environmentally friendly habits outside of school, such as bringing totebags when shopping and avoiding the use of single-use plastic bottles. These new habits show significant positive impacts both in the school environment and at home.
4	Complete facilities available in the school environment support the implementation of the program	How was the participation of students and school officials during the program?	The complete facilities at SMAN 32 Jakarta strongly support the implementation of the green economy program. The school provides various facilities such as a canteen with environmentally friendly equipment, segregated waste bins, sinks, and gallons to refill students' tumblers. These facilities not only make it easier for students to run the program, but also increase their awareness of the importance of protecting the environment. The existence of these adequate facilities is one of the key success factors of the program, as it provides practical support and forms good habits among students.

Table 1. 3 Interview results Strength

The Green School program at SMAN 32 Jakarta shows significant strength in its implementation. The awareness and voluntary involvement of the entire school community, including students, teachers and staff, is very prominent. Students, despite initial difficulties, now voluntarily bring their own tumblers and food containers, reflecting high environmental awareness. Teachers play an important role by setting an example and conducting strict supervision, especially around the canteen and school area. The support of complete facilities, such as segregated waste bins, sinks, and gallons for drinking water refills, greatly supports the implementation of this program and makes it easier for all parties to follow the rules.

The success of this program can be seen from the positive changes in the habits and discipline of the school community, as well as the significant impact on the school environment. The volume of waste has drastically reduced and environmental awareness has increased, influencing students' behavior even outside of school. The program also succeeded in building a strong commitment among teachers and school staff, ensuring sustainability through consistent monitoring and education.

No	Weakness	Question	Answer
	Lack of concern from guardians and students that hinder the	What is the level of concern of learners and school officials for the	From interviews with several interviewees, it appears that initially there were doubts and indifference from the guardians of students towards this green economy program. However, with continuous socialization and support from the school, awareness began to increase. Many guardians now prepare tumblers and food containers from home for their children. Although

	continuity of the program	sustainability of this program?	there are still some who are indifferent, the majority show good support for this program. Basically, the synergy between the school and the learner guardians is expected to get stronger, although it takes time and continuous efforts to achieve comprehensive awareness.
	Not yet comprehensive awareness of students for program implementation	What is the level of awareness of learners during the program?	Learners' awareness of the green economy program at SMAN 32 Jakarta has shown a significant increase despite initially encountering various obstacles. Initially, many learners objected and were reluctant to join the program. However, with time, good supervision, and the example set by the teachers, their awareness level began to improve. Some learners even began to remind their friends to comply with the program rules. Although there are still some who are not fully aware, most learners continue to try to better understand and support this program.
	Lack of non-verbal driving stimulus in the school environment	How does the school encourage learners to participate voluntarily in this program?	Non-verbal stimuli in the school environment are still not optimal in encouraging learners to voluntarily participate in the green economy program. The majority of encouragement comes through verbal socialization from both teachers and parents. Some non-verbal efforts such as infographics, posters and chants do exist, but have not been fully implemented consistently. In addition, verbal invitation remains the mainstay to increase student awareness and participation. In conclusion, although there have been efforts to provide non-verbal stimulus, the implementation needs to be improved to be more effective.
	Not yet clearly directed waste management that has been separated by type	How does the school manage the results of waste disposal that has been separated according to its category?	Waste management at SMAN 32 Jakarta still faces various obstacles, especially in the discipline of sorting waste by students and the lack of maximum resources. Although there are bins divided by type and cooperation with the local cleaning service, the implementation in the field is still not optimal. Some organic waste is processed into compost, and non-organic waste is used in entrepreneurship subjects. However, overall, waste management still needs improvement in terms of sorting discipline and more targeted waste utilization.

Table 1. 4 Interview results Weakness

Although the Green School Program at SMAN 32 Jakarta has shown success in its implementation, some weaknesses still affect its effectiveness. One of the main

weaknesses is the lack of full awareness and concern from all learners and guardians. Although there is support from most parents, there are still some who are reluctant to join the program. Learners' level of awareness also varies, with a small proportion still lazy to bring their own tumblers and cutlery. Verbal reminders by teachers and socialization through infographics and posters are still not effective enough to ensure all learners understand and follow the program thoroughly. Another weakness is the waste management that has not been maximized. Although there have been efforts to sort waste and reduce the use of single-use plastics, there are still obstacles in managing organic and non-organic waste.

No	Opportunity	Question	Answer
	Continued intervention by parents at home	How is the follow-up implementation carried out by student guardians at home regarding this program in the home environment?	The continued implementation of the green economy program at home by student guardians varies greatly but tends to be positive. Effective socialization has led many parents to actively encourage their children to bring tumblers and totebags. This habit has started to become routine in some families, with parents reminding their children to be prepared with these environmentally friendly items every time they leave the house. Some parents have even adopted this lifestyle more widely, suggesting that the program is successfully influencing habits outside the school environment.
	Consistency of the school that is very passionate about this program	How is the consistency of all parties within the school during the continuity of the program?	The consistency of all parties in the SMAN 32 school environment in implementing the green economy program is very high. Teachers routinely remind and check on students to ensure they are bringing environmentally friendly supplies such as tumblers and food containers. The commitment of the teachers reached 100%, with them actively implementing the program in their daily activities. This is supported by the enthusiasm and full support of all school members, including students, who achieve a consistency rate of around 70%.
	Creativity of students who are able to support the implementation of the program	How does the school encourage students to voluntarily participate in this program?	The school encourages students' creativity in supporting this program through various activities integrated in subjects such as PKWU and environment. Creative activities such as making short movies, processing plastic waste into useful items, and creating content on social media about environmental awareness are some of the ways to increase students' awareness and voluntary participation. Events such as "Gelar Karya" are also held to showcase recycled works from plastic waste.

	School supervision related to the sustainability of the program and the provision of awards that can support the program	How is school supervision related to program sustainability and awarding?	Supervision of program implementation is very strict with teachers always monitoring and reminding students. However, giving awards to motivate students in this program is not the main focus. Some interviewees emphasized that giving prizes could divert the main objective of the program, which is to instill good habits voluntarily and sustainably. Even so, appreciation in other forms such as announcing the cleanest class or providing cleaning tools is sometimes done to maintain student morale.
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Table 1. 5 Interview results Opportunities

SMAN 32 Jakarta has great potential in developing a green school program through strong support from parents, teacher consistency, creative activities, and the use of social media. Parents have shown an active role in supporting the program at home, while teachers consistently remind and supervise its implementation at school. Creative activities such as recycling projects and short movie making integrated in the curriculum, as well as social media campaigns, have helped to increase student awareness and participation. Regular socialization to parents and students ensures understanding and implementation of green economy in daily life, both at home and at school. To maximize this opportunity, SMAN 32 needs to improve socialization and communication with parents, develop more creative projects involving green economy, and utilize social media effectively with educational content and online competitions. Non-material rewards such as certificates or recognition on social media can be given to reward the active role of students and teachers in this program.

No	Threat	Question	Answer
	Lack of campaigns that invite in the field of Green economy	How does the school maximize the existing campaign and implement it within the school?	All interviewees agreed that the green economy campaign at SMAN 32 Jakarta is mostly an internal initiative, given the lack of external campaign support in line with this program. The school implements various campaign programs such as IHP (Ielts Health Program), requiring food and drinks from home, zero waste, and no plastic week. In addition, social media and the school website are also utilized to disseminate these campaigns. These campaigns are the result of the collaboration of all school members and are made independently to ensure the program runs according to the objectives.
	The long-term form of the program creates laziness and negligence during the	Does the long-term form of this program affect the sustainability of this	The program requires consistency and commitment from all parties, including teachers and students. In the long run, the program has succeeded in instilling new and positive habits among the school community. In fact, habits such as carrying tumblers have become routine. Character development takes time and a long-term program is seen as an effective way to achieve this goal. However, in its implementation, students tend to be lazy to follow

	implementation of the program	program?	this program because they are already lazy and their awareness is still low.
	Habits that have been too often done outside the scope of the school that are carried over to the scope of the school	So far, do the habits of students outside the scope of school affect the behavior of students at school?	Habits formed outside of school greatly affect student behavior at school. At first, old habits that do not support green economy are carried over to school. However, schools play an important role in instilling new positive habits. Schools, especially teachers, continue to direct and provide understanding to students about the importance of these good habits. Consistency and patience in reminding students are key in changing their behavior both at school and at home.
	Changing school leadership that has the possibility of not continuing the program	How can school leaders (Principal) influence the sustainability of the ongoing program?	School leaders, especially the principal, have a significant role in the sustainability of the program. Support from the principal in the form of policies, directions and supervision determine the smooth running of the program. Despite several changes in leadership, the program continues to run well because each principal is supportive and sees the positive value of the program. Teachers also play an important role in ensuring the program continues to run consistently through supervision and education to students.

Table 1. 6 Interview results Threats

Based on the interviews with all informants at SMAN 32 Jakarta, several major threats to the sustainability of the green school program have been identified. the limited support from campaigns outside the school is a threat. The lack of similar initiatives or programs in the school's external environment makes the program have to rely entirely on internal efforts. In addition, the lack of adaptation to external campaigns also reduces the opportunity to integrate best practices and innovations that can support the effectiveness of the program. Furthermore, the reliance on school leadership, especially the principal, poses a risk to the sustainability of the program. Although the current principal fully supports the green school program, changes in leadership may affect the priorities and direction of the program.

#### *Implementasi Green Economy di SMAN 32*

No	Elements	Implementation Results
	Good new habits for learners	The implementation of the green economy program at SMAN 32 Jakarta has succeeded in creating good behavioral habits among students, such as bringing tumblers and personal food containers, as well as sorting waste according to its category to facilitate the reduce, reuse, and recycle (3R) process. This shows that the program has been accepted and applied seriously by the entire school community, reflecting students'

		understanding of the importance of preserving the environment through reducing the use of single-use plastics and effective waste sorting.
	Understanding	The implementation of the green economy program at SMAN 32 Jakarta also focuses on improving students' understanding of waste segregation and green economic activities, where they are now aware that separating plastic waste from other waste is an important step to reduce negative impacts on the environment. This habit has become part of the daily routine at school, showing that the green economy program has successfully changed students' behavior in a deep and sustainable way. They are also involved in socializing the program to their friends and family, creating a positive domino effect beyond the school environment. All that shows that SMAN 32 Jakarta has not only successfully implemented the green economy program, but also instilled strong environmental values among all school members.
	Consistency	The consistency of the teachers at SMAN 32 Jakarta in supporting the green economy program is evident from the various habits that are implemented. The consistency shown by the teachers helps to familiarize the students with this program. Teachers' consistency in running this program has reached 100%, where they always provide good role models in every aspect of the implementation of this green school program. The teachers not only comply with and implement the school's green economy policy, but also actively demonstrate environmentally friendly behavior in their daily lives at school, such as carrying tumblers, using cloth bags, and minimizing the use of plastic.
	Supervision	The teachers at SMAN 32 Jakarta never stop supervising and reminding students about the importance of the green economy program. This consistent supervision from the teachers helps students get used to the program. They not only give verbal warnings, but also take concrete actions such as regular checks in classrooms and school areas to ensure there is no plastic waste scattered around. In addition, the teachers also ensure that the classroom is always clean before the lesson starts, with no plastic or other waste scattered around. These actions make students realize that single-use waste can damage the environment if not managed properly. By setting an example, teachers encourage students to follow their lead in practicing environmentally friendly habits.

	Integration with Curriculum	To support this program, SMAN 32 Jakarta integrates the 3R concept into the school curriculum. In subjects such as art, biology, and environment, students learn about the importance of reducing the use of disposable items, reusing items that can still be used, and recycling plastic waste into useful items. For example, in art lessons, students are given the task of creating projects using recycled materials. In biology class, they learn about the impact of plastic waste on the ecosystem and the importance of recycling. In environment lessons, students learn about recycling techniques and reusing items. To ensure the sustainability of the program, the school always incorporates elements of the green economy program into the implemented curriculum. Thus, the program becomes an integral part of education at SMAN 32 Jakarta, ensuring that every student not only learns about the 3Rs, but also applies them in their daily lives.
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Table 1. 7 Green economy implementation table

Overall, the implementation of green economy behavior at SMAN 32 Jakarta has been running very well. The habit of bringing tumblers and personal food containers, the understanding of waste segregation, the integration of the 3R concept in the curriculum, and the consistency and supervision of the teachers have created a more environmentally friendly school environment. This program not only changes students' habits, but also builds their awareness and responsibility towards environmental sustainability. By continuing to innovate and improve the program, SMAN 32 Jakarta can ensure that the green economy program not only runs smoothly, but also has a greater positive impact on the environment and the surrounding community.

*SWOT Matrix*

<p style="text-align: center;"><b>Faktor Internal</b></p> <p style="text-align: center;"><b>Faktor Eksternal</b></p>	<p><b>STRENGTH</b></p> <ol style="list-style-type: none"> <li>1. Students and school officials who volunteered to help and participate in the program.</li> <li>2. The totality of teachers who always take part in the implementation of the program.</li> <li>3. Growing new behaviors and habits of students that are beneficial.</li> <li>4. Complete facilities available in the school environment support the implementation of the program.</li> </ol>	<p><b>WEAKNESS</b></p> <ol style="list-style-type: none"> <li>1. Lack of concern from guardians and students which hinders the continuity of the program.</li> <li>2. Not yet comprehensive awareness of students for program implementation</li> <li>3. Lack of non-verbal encouraging stimulus in the school environment</li> <li>4. Not yet clearly directed waste management that has been separated by type.</li> </ol>

<p><b>OPPORTUNITY</b></p> <ol style="list-style-type: none"> <li>1. Continued intervention by parents while at home.</li> <li>2. Consistency from the school which is very passionate about this program.</li> <li>3. Creativity of students who are able to support the implementation of the program</li> <li>4. School supervision related to program sustainability and awarding that can support the program.</li> </ol>	<p><b>SO Strategy</b></p> <ol style="list-style-type: none"> <li>1. Encourage parents and guardians to participate in the implementation of the program in the home environment by holding seminars or workshops with parents.</li> <li>2. Increase students' interest in running the program by involving them in the program while utilizing their creativity.</li> <li>3. Increase students' interest by equipping facilities to support the implementation of the program.</li> <li>4. Provide awards for consistency and creativity of classes or individuals who run the program well.</li> </ol>	<p><b>WO Strategy</b></p> <ol style="list-style-type: none"> <li>1. Effective use of non-verbal stimuli with supervision and awards.</li> <li>2. Coordinating with local waste management actors to maximize the program.</li> <li>3. Holding poster or making competitions that can create a stimulus to participate in implementing the program.</li> <li>4. Increase the awareness of guardians and students through education and parental intervention.</li> </ol>
<p><b>THREATS</b></p> <ol style="list-style-type: none"> <li>1. Lack of campaigns that invite the Green economy.</li> <li>2. The long-term form of the program creates laziness and negligence during program implementation.</li> <li>3. Habits that have been done too often outside the scope of the school that are carried over to the scope of the school</li> <li>4. The change of school leadership which has the possibility of not continuing the program</li> </ol>	<p><b>ST Strategy</b></p> <ol style="list-style-type: none"> <li>1. Every teacher, school official and guardian supports maximizing the program by looking at the hype campaign.</li> <li>2. Conduct appropriate evaluations so that there is no laziness and complacency, while continuing to improve the quality of the program.</li> <li>3. Provide further education regarding the habits of students outside the home that are not good for the daily lives of students and the surrounding environment.</li> <li>4. Instilling sustainable goodwill before every change of school principal to anticipate the elimination of the program.</li> </ol>	<p><b>WT Strategy</b></p> <ol style="list-style-type: none"> <li>1. Intensive and Continuous Education to Raise awareness of Guardians and Students.</li> <li>2. Formation of internal and external campaign mobilization teams.</li> <li>3. Inviting educators to participate in maximizing the program by inviting students to join the campaign.</li> <li>4. Ensuring the sustainability of the program through strong policies 4.</li> </ol>

Table 1. 8 SWOT Matrix

## IFAS &amp; EFAS Matrix

	Strategic Factors	Weight	Rating	Score
Strength	Students and school officials who voluntarily participate in helping and participating in the program.	0.35	3.8	1.33
	The totality of teachers who always take part in the implementation of the program	0.15	3.8	0.57
	Fostering new behaviors and habits of students that are beneficial	0.35	4	1.4
	Complete facilities available in the school environment support the implementation of the program	0.15	4	0.6
<b>TOTAL</b>		1		3.9
Weakness	Lack of concern from guardians and students that hinder the continuity of the program	0.2	1.7	0.34
	Not yet comprehensive awareness of students for program implementation	0.25	2.1	0.525
	Lack of non-verbal driving stimulus in the school environment	0.3	2.3	0.69
	Not yet clearly directed waste management that has been separated by type	0.25	1.8	0.45
<b>TOTAL</b>		1		2.005

Table 1. 9 IFAS Matrix

	Strategic Factors	Weight	Rating	Score
Opportunity	Continued intervention by parents at home	0.4	4	1.6
	Consistency of the school that is very passionate about this program	0.2	3.8	0.76
	Creativity of students who are able to support the implementation of the program	0.2	3.7	0.74
	Supervision from outside the school related to the sustainability of the existing program that participates in supporting the program	0.2	3.7	0.74
<b>TOTAL</b>		1		3.84
Threats	Lack of campaigns that invite in the field of Green economy	0.2	1.8	0.36
	The long-term form of the program creates laziness and negligence during the implementation of the program	0.15	1.6	0.24
	Habits that have been too often done outside the scope of the school that are carried over to the scope of the school	0.35	2.7	0.945
	Changing school leadership that has the possibility of not continuing the program	0.3	2.8	0.84
<b>TOTAL</b>		1		2.385

Table 1. 10 EFAS Matrix

Based on the overall results of interviews and questionnaires that have been conducted and described through the IFAS and EFAS matrix, the strength (Strength) in the implementation of the green economy program at SMAN 32 Jakarta has a higher total score compared to the weakness factor (Weakness), the total score for strength is 3.9, while for weakness is 2.005 and the opportunity factor (Opportunity) has a higher total score compared to the threat factor (Threats) with a total score for the opportunity is 3.84, while for weakness is 2.385 . So it can be concluded that the strength and opportunity factors of the green economy program at SMAN 32 Jakarta are very important points and need to be given more attention.

#### *SO (Strengths-Opportunities) Strategies*

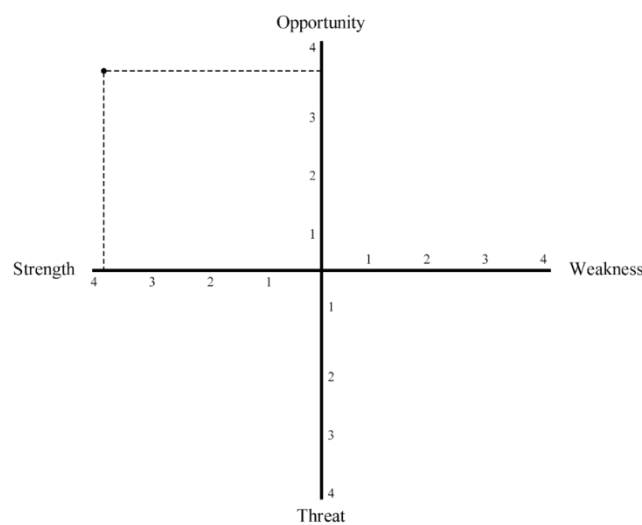


Figure 1. 1 EFAS Matrix

Based on the diagram above, it can be concluded that the suitable strategy for SMAN 32 in implementing the green economy program is SO strategy (Strengths-Opportunities). The score obtained shows that the strength has a value of 3.9 and the opportunity has a value of 3.84. This result shows that SMAN 32 has great potential in utilizing the existing strengths and opportunities. Aggressive strategy should be done by the school because the diagram shows that the step to be taken is SO strategy. The combination of strengths and opportunities owned by SMAN 32 resulted in the conclusion that the strategy that should be taken by the school is an aggressive strategy as follows :

1. Encourage parents and guardians to participate in the implementation of the program in the home environment by holding seminars or workshops with parents.
2. Increase students' interest in running the program by involving them in the program while utilizing their creativity.
3. Increase students' interest by equipping facilities to support the implementation of the program.

4. Provide awards for consistency and creativity of classes or individuals who run the program well.

## **DISCUSSION**

Based on observation and in-depth research conducted at SMAN 32 Jakarta, the implementation of green economy behavior in this school has been running very well. The habit of bringing tumblers and personal food containers, the understanding of waste segregation, the integration of the 3R concept in the curriculum, as well as the consistency and supervision of the teachers have successfully created a more environmentally friendly school environment. This program not only changes students' habits, but also builds their awareness and responsibility towards environmental sustainability. Although the implementation of the green economy program at SMAN 32 Jakarta has been very good, there is always room for improvement and enhancement. Periodic evaluations need to be conducted to identify areas that need improvement. By continuing to innovate and improve the program, SMAN 32 Jakarta can ensure that the green economy program not only runs smoothly, but also provides a greater positive impact on the environment and the surrounding community.

Based on the research that has been conducted using the IFAS and EFAS matrix related to the existing strengths, weaknesses, opportunities and threats, it can be concluded that the strategy that can be used by SMAN 32 Jakarta is SO Strategy. This strategy aims to maximize the potential strengths and opportunities that exist to ensure the success and sustainability of the green economy program at school. The strategies that can be applied are as follows:

1. Encourage parents and guardians to participate in the implementation of the program in the home environment by holding seminars or workshops with parents.
2. Increase students' interest in running the program by involving them in the program while utilizing their creativity.
3. Increase students' interest by equipping facilities to support the implementation of the program.
4. Rewarding the consistency and creativity of classes or individuals who run the program well.

By implementing these strategies, SMAN 32 Jakarta can ensure that the green economy program not only continues but also develops and becomes an integral part of the school's identity. These strategies are expected to deeply embed green economy behaviors in learners, so that they can bring these good habits into their daily lives outside the school environment.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the research that has been conducted using the IFAS and EFAS matrix. It can be concluded that the recommended strategy for SMAN 32 Jakarta to use is the SO strategy that uses the implementation of aggressive strategies with the following implementation recommendations:

**1. Appeal to parents and guardians to participate in the implementation of the program in the home environment by holding seminars or workshops with parents.**

Synchronization with parents is a very important point for SMAN 32 Jakarta, the more frequent this coordination is expected to improve the quality of the program significantly, concrete steps that can be taken are holding monthly seminars/workshops, disseminating educational materials, and creating online discussion forums. Seminars or workshops can be held every month, with a focus on emphasizing the importance of the role of parents in forming green economy habits at home that can also support school programs and foster a new good habit for students.

**2. Increase learners' interest in running the program by involving them in the program while utilizing their creativity.**

In addition to coordination with parents and guardians, students as the party running the program must also have more interest and a thorough awareness of the purpose of this program, concrete steps that can be taken are holding creative competitions such as making short movies, podcasts, and posters, holding collaborative projects with students, and making expositions of work results. Competitions and creative projects can be held every semester, the focus of this strategy is to increase student participation and utilize their creativity to support the green economy program.

**3. Increase students' interest by equipping facilities to support the implementation of student programs.**

The interest of the students must also be increased by completing the existing facilities, concrete steps that can be taken are the addition of the provision of facilities, routine maintenance, and innovating facilities. Routine maintenance and checks are carried out every month, the development of new facilities can be planned annually, and the focus of this strategy is to ensure that supporting facilities are always in good condition and available for students to use.

**4. Reward the consistency and creativity of classes or individuals who run the program well.**

Aside from interest and coordination with the school, an awarding system needs to be put in place to increase the desire of students, concrete steps that can be taken are to hold monthly awards, make public announcements, and provide incentives. These awards can be given every month, with a focus on increasing student motivation and encouraging them to participate more actively in the green economy program.

## **ADVANCED RESEARCH**

Researchers realize that this research is not perfect and still has a number of limitations. These limitations are expected to be a reference for further research in order to produce better results. The following are the limitations in this study :

1. The school always communicated well with the research and interview schedule. However, due to the busy school activities, the data collection process experienced obstacles. Frequent schedule changes and hectic school activities made some interview and data collection sessions have to be rescheduled, which resulted in delays in completing the research.
2. The researcher did not succeed in interviewing the principal as the highest leader of the school because he was unable to attend. Instead, the researcher interviewed the head of the Administration (TU) who was considered to represent the views and information needed from the school management. Although the interview with the head of TU provided a lot of valuable information, the absence of the principal might have affected the depth and certain perspectives in the data analysis.

Based on the limitations of the study, the researcher recommends further researchers to:

1. Can expand the research coverage more widely with parties outside the school.
2. Can interview the principal as the highest leader of the school.

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