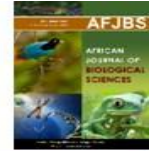


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Implementation of Leadership and Waste Management in Schools: A Study of Waste Management in School Children

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ABSTRACT: The purpose of this research is to examine leadership education, violation factors in waste management involving children and adults, and waste management education in schools. This report leads to a study on the Implementation of Waste Management Policy. By focusing on the implementation of the local government regulation on waste management, the review unit uses the Question Nvivo-12 plus software process. The purpose of using Nvivo-12 plus is to analyze data with a data coding model. In addition, the author also interviewed the main actors, including the Head of the Environmental Service who handles solid waste cases in Sidrap Regency. The results of the study found several factors that caused children to throw garbage in scattered places, including environmental conditions, sufficient economic conditions, peer solicitation, and the power of social media. In addition to these factors, the authors found new aspects that make children litter, including the behavior of adults who exemplify the attitude of littering in children. To overcome these factors, agile leadership is adult leadership who can show empathy, unity of leadership, and optimization of resources to implement waste management policies. To overcome these factors, education about waste management is very important, namely critical thinking, collaborative learning, and skill development. With waste management education, they can make safer choices about use, including choosing not to throw garbage anywhere.

Keywords:Leadership, Policy, Trash

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Introduction

The act of throwing garbage in various places is increasingly rampant among adults and has penetrated the world of children. Especially with the condition of the territory of Indonesia as an archipelagic country with a large population. Based on data from the Population Administration (Adminduk) as of June 2021, the total population of Indonesia is 272,229,372 people. With such a population, the potential volume of Indonesia's waste in 2022 is 190.5 thousand tons per day. In total, in the next year, Indonesia's waste potential is 68.6 million tons. An increase of about 1 million tons compared to 2021 at 67.8 million tons. This content has been broadcast on Kompasiana.com with the title "Opportunities and Waste Problems in 2022" (Ahirullah, 2022).

To prevent the act of throwing garbage out of place, in accordance with Law No. 18 of 2008 concerning waste management which is stated in chapter 2 Article 3 regarding the principles and objectives of waste management, namely that waste management is carried out based on the principle of responsibility, the principle of sustainability, the principle of benefit, the principle of justice, the principle of awareness, the principle of togetherness, the principle of safety, the principle of security, and the principle of economic value (Baidawi, 2020), including children's awareness of the act of throwing garbage in its place. Education personnel are responsible for the moral problems of children. However, all elements of the nation must take part in it.

Therefore, the importance of moral education of children from the impact of actions, especially the act of throwing garbage in any place. The obligation to provide moral education to children. Emotional intelligence for the actions taken (Baidawi, 2020). The family plays an important role in preventing the act of throwing garbage in any place carried out by children. The role of the family is very large because in the family environment the formation of a child's personality begins at birth and grows into a teenager. This family life provides the basic pattern of children's lives (Tumanggor et al., 2019). Including parenting in the family. Children's behavior (Neshteruk et al., 2020). Parenting patterns with the greatest emphasis on religious education will in turn affect the control of children so that they are less likely to be involved in violations. Besides that, a factor that is quite influential in a child's life is a social environment that supports children's friendships (Freisthler et al., 2017).

Children's social networks include social interactions in the complex where they live, relationships at school, and other social relationships. That is, environmental factors can have a negative influence on children. Social networks that offer social camaraderie support may include social activities where littering is more likely to occur, especially in public places. This social network market, mainly through social friendship support (Freisthler et al., 2017), so that increased use of social media increases parental anxiety towards children (Drouin et al., 2020). In addition to these two factors, another factor that affects children's lives is their economic condition. Good economic conditions allow children to achieve their desires. So that people whose economy is easy will try to fulfill their desires without regard for the safety of others.

Several studies have shown that the successful use of social media can influence the actions of certain individuals (Keles et al., 2020). In its implementation there are still various obstacles such as communication, resources, disposition and bureaucratic structure (Yulistia et al., 2015). Participants can sort organic and inorganic waste and can find out the use of waste so that it has economic value (Puritan et al., 2020). Children who neglect or do not get love, encouragement, and guidance from their guardian parents or foster parents and dysfunctional relationships in developing attitudes, adaptive behavior, and supervision in society often cause children to be indifferent and throw garbage in the wrong place (Ramadhan et al., 2020). Even the results of the study show that there is a relationship between the attitude of housewives and the behavior of waste bank management (Permatasari, 2019).

Factors of children's habits in waste management include family factors, relationships, the influence of mass media, and economic factors (Voogt et al., 2020). Children who grow up in families with significant conflict are at a greater risk of becoming less moral (Voogt et al., 2020; Gifford et al., 2020). By understanding these factors, the principles of international law The Beijing Rules are an adaptive approach in resolving waste cases that have an impact on environmental damage and children's health, as well as economic development for children. International law The Beijing Rules apply basic

principles that promote welfare of children and families with personal development and education that is as free as possible from indifferent behavior in disposing of garbage, providing assistance that involves all resources, including families, volunteers, and other community groups, as well as schools and other community institutions. Similarly, Leadership applies leadership agility which requires strategic sensitivity, leadership unity, and fluidity of resources (Ahmad et al., 2020; Ahmad et al., 2020) to protect children from indifferent behavior in littering. Referring to the Beijing Rules and the principles of agile leadership, this paper analyzes several factors that cause children to throw garbage in waste management in Sidrap Regency.

Library

Agile Leadership

Agile leadership “the ability to create and respond to change in order to be able to succeed in an uncertain and volatile environment.” Agility supports the creation of adaptive leadership, which no longer relies on leaders as problem solvers, they know very well that discomfort is a good thing, discomfort lead to growth (Maulamin, 2021). However, there are times when in the face of such discomfort, one has to pause the button to stop for a moment. The "agile" management style is that leaders are required to be flexible, adaptable, and quick in making decisions. Type of agility competence; a Context-setting Agility is the ability to recognize the environment, anticipate what might change, and frame the context in an interesting way so that it influences others. It is the ability to see the connections you have beyond the boundaries of the initiative, company, or even industry. It allows one to see long term impact and think visionary. b Stakeholder Agility is the ability to identify, locate, and engage key stakeholders. It is the capacity to understand and empathize with the views of stakeholders, not only to gain support but also to respect their views to then make better decisions. c Creative Agility is the ability to explore problems using multiple points of view. Catalyst leaders always engage in short-term vs. long-term, practical vs. idealistic paradoxes in order to come up with unique solutions. d Self-Leadership Agility is the ability to develop self-awareness and lead oneself by imagining the kind of leader they want to be. They seek to align their behavior with values and use personal growth to promote professional development.

In the face of an uncertain era like today, as a leader You have to be confident and keep looking for ways not to be interrupted. Leaders must also be able to bring energy and confidence to the team in our organization.

In a book entitled "Leadership Agility" by Bill Joiner and Stephen Josephs (2006), describes a validated leadership model for doing this. Research shows that only about 10% of managers possess the necessary level of agility to be able to work consistently effectively and be able to survive in today's turbulent business world.

Research shows that currently there are three levels of agility in leadership possessed by organizations in general: Expert (45% of leaders), Achiever (35% of leaders), and Catalyst (10% of leader) 2. Accounting in Leadership Capability Leadership in Accounting recognizes the importance of leadership skills for anyone who enters the accounting profession. Bloch et al. (2012) cites from a practitioner survey the survey results indicate the importance of leadership skills, and this survey also Finding the absence of leadership topics in the accounting curriculum, their module is organized around two important leadership concepts, namely (1) defining a vision and motivating others and (2) building a culture of organizational integrity. In 1990 the Accounting Education Change Commission in the United States identified a professional orientation required by accounting graduates to enter the professional world, which demonstrated various qualities such as ethics, value-based judgments, integrity, objectivity, and concern for the public interest. Personal skills and behaviors include motivation, persistence, and leadership, while interpersonal skills include working with others, leading them and resolving conflicts.

A decade later, but before the Enron case broke out, Albrecht and Sack (2000) identified a number of problems with accounting education, including not paying close attention to issues of values, ethics and integrity. They also recommend more time and effort to build the skills needed to help graduate success

later, including oral and written communication, interpersonal skills, teamwork, leadership and professional attitudes.

Bean and Bernardi (2007) propose a stand-alone ethics course and recommend specific topics for the course that include ethics and leadership. They argue, with good leadership, ethical values can be upheld. They also recommend more time and effort to build the skills needed to help succeed later, including oral and written communication, interpersonal skills, teamwork, leadership, and a professional attitude. Bean and Bernardi (2007) propose that with good leadership, ethical values can be upheld.

Methods

Qualitative descriptive, the unit of analysis is the Department of Environment (DLH) of Sidrap Regency, South Sulawesi Province, Indonesia. The research method used is document analysis at the landfill (TPS). In fact, the author also conducted interviews with the Coordinator of TPS management who handles waste cases. To get the variance, the collected data was processed using the "run question Nvivo-12 plus" software. In qualitative analysis, Nvivo-12 plus was used. Using Nvivo as an analytical method helps organize study data in a structured and sequential manner (Alam, 2020). This paper explains how computers work. Sponsored Qualitative Research Program, used in functional evaluation to define and refine program theory (using literature) in interview results. New complex methods for encoding multiple data sources into nodes are discussed in this article. Child nodes, to demonstrate the Generating Principle when writing 'attached memo'. Responding to the requirement for clarity in practical studies, NVivo helped create a clearly reported and illustrated audit trail of program theory methods (Dalkin et al., 2020).

Results and Discussion

Principal Leadership at SDN 03 Macorawalie

The leadership strategy of the principal of SDN 03 Macorawalie in the leadership of the principal in implementing the Waste Bank school program through waste management is quite good. This is in accordance with the opinion of Wahyusumidjo (2012), that the principal as a leader must have a special character that includes personality, basic skills, experience, knowledge and professionalism. This ability manifested by the principal as a leader can be analyzed from personality, knowledge of education personnel, school vision and

mission and communication skills. The leadership style of the principal of SDN 03 Macorawalie is a democratic leadership style, which is wise towards his subordinates, in this case the teachers and employees of SDN 03 Macorawalie. This is due to the approach of the principal who goes down directly in providing examples as role models for teachers and students (role models). For example, the principal together with teachers and students exemplified the various Waste Bank school programs on sorting organic, inorganic and B3 (chemical) waste, disposing of waste into the trash (composter) and caring for surrounding plants in the hope of forming a caring character for the environment so that students become accustomed to and care for the environment. do it right.

Implementation of the Waste Bank School Program through Waste Management

In order to achieve the objectives of the Waste Bank Program, 4 components of the Waste Bank have been determined. In accordance with Ministerial Regulation Number 05 of 2013 concerning Guidelines for the Implementation of the Waste Bank Program [19] as follows: a Environmentally Friendly Policies The implementation of the Waste Bank program requires good management and the role of all school members. Schools are required to develop innovative policies related to the environment. In the 2012 Garbage Bank guidebook, steps to realize the School Waste Bank program must form a school Waste Bank committee. This committee is in charge of everything related to the Waste Bank school program through waste management. SDN 03 Macorawalie in forming the committee involved several parties such as teachers, school committees. As a result of the committee, the existence of a work program is one of the policy developments. To realize the Waste Bank program, SDN 03 Macorawalie created programs related to the environment. The program is about waste management programs which include composting, sorting, and bank waste. In this case, SDN 03 Macorawalie also builds partners or

cooperation with local entrepreneurs in the form of voluntary funds from local entrepreneurs and assistance from the Environmental Service. The Garbage Bank school program at SDN 03 Macorawalie in addition to collaborating with partners in realizing the Garbage Bank school also requires funds to realize the Garbage Bank school program at SDN 03 Macorawalie which budgets 20% of the school budget to support the Waste Bank school program. b Participatory-Based Environmental Activities In the implementation of the Waste Bank school program through waste management. The SDN 03 Macorawalie involved all school members including teachers, students and employees through a participatory environmental activity program including: Program 8 Opungsari (daily garbage collection operation) is an activity to pick up garbage before entering the classroom. Waste sorting, a supporting activity for the Waste Bank of SDN 03 Macorawalie where students sort out which waste is classified as organic waste (dry), inorganic waste (wet) and B3 (Chemistry). This is in accordance with Ismail's research (2013) on how management and impact are applied by schools that care and are environmentally cultured, for example the application of sorting organic, inorganic and B3 (chemical) waste, the clean Friday program is carried out every 2 weeks.

Environmentally Friendly Curriculum An environmentally friendly curriculum is a must for schools implementing the Waste Bank program. This policy is implemented at SDN 03 Macorawalie. SDN 03 Macorawalie applies an integrated curriculum with environmental insight, meaning that environmental awareness lessons are always inserted into every other subject. In the lesson, the teacher raises the theme or value of loving the environment. This is in accordance with Maryono's research (2015) which contains education as one of the important aspects in life, it becomes one of the important objects in developing the environment through environmental education. d Management of Facilities and Infrastructure Provision of facilities and infrastructure at SDN 03 Macorawalie, infrastructure to overcome environmental problems in schools in accordance with standard facilities and infrastructure. Permendiknas No. 24 of 2007, such as clean water, garbage (providing trash cans, composters), waste water/drainage and green open spaces. The provision of facilities and infrastructure at SDN 03 Macorawalie is also in accordance with the Ministry of Environment (2012:) that the successful implementation of the Waste Bank school program can be seen from the changes in some of the school's physical facilities, including school conditions that are always kept clean, beautiful physical schools and shady lots of trees, the addition of environmental learning facilities, namely fish ponds, gazebos, and green houses.

Supporting and Inhibiting Factors for the Waste Bank School Program through Waste Management

Supporting Factors Support for the implementation of the Waste Bank school program at SDN 03 Macorawalie is the active role of school residents including the principal, students and staff employees and being a shared responsibility in maintaining the good name of the school. In addition, the school's needs include the availability of facilities and infrastructure to keep it good and well-maintained, interspersed with various activities. As the school's goals are academic, embracing all intellectual skills and knowledge domains, vocational, directed at developing readiness for productive work and economic, social and community responsibilities emphasizing the development of individual responsibility, talent, and free expression, meaning that schools can hone skills. children's motor skills to think creatively and develop the creativity of students.

Inhibiting Factors Barriers to the implementation of Waste Bank schools through waste management are students who still have to be reminded by teachers in the Waste Bank school program activities. The things as described above show the value of caring for the environment which has not fully become a school culture. Komariahaan (2010) states that school culture is a school characteristic that can be identified through the correct values, adhered to the habits displayed and the actions shown by school personnel forming a special unit of the school system. Waste management by involving children without disturbing children's learning time at school through the Waste Bank program runs effectively. There are data. The following is presented in the following table:

Table 1.Children's age.

No.	Indicator	Target		Achievements	
		Tons/Year	(%)	TONS/YEAR	(%)
1	Garbage Generation	44806.38	-	48328.34	-
2	Subtraction	9857.4	22	8618.4	17.83
3	Handling	33604.79	75	24195.85	50.07

Source:DLH Sidrap District Office

The data in Table 1 shows that 50.07% of the waste handled in 2020, then 17.83% of the reduction that has been made, in 2020. Based on the report from the environmental service, it is explained that waste management still requires the involvement of various actors. The actors in question are bureaucrats, private sector, and society.

Table 2. Factors that cause children to litter (%)

	Association	Economic situation	Family Situation	Religious and Formal education	Social Media	Children's Use
Case1	42.86	14.29	9.52	4.76	0	28.57
Case2	12.5	66.67	0	0	0	20.83
Case3	13.33	40	3.33	13.33	0	30
Case4	41.18	2.94	2.94	23.53	0	29.41
Case5	13.33	33.33	16.67	3.33	0	33.33
Case6	23.53	23.53	5.88	11.76	0	35.29
Case7	15.38	11.54	3.85	11.54	0	57.69
Case8	15.38	7.69	3.85	15.38	15.38	42.31
Case9	7.69	38.46	5.77	13.46	1.92	32.69
Case10	76.47	5.88	0	14.71	0	2.94
Case11	19.44	5.56	5.56	19.44	0	50
Case12	37.14	2.86	0	8.57	0	51.43
Case13	32.61	10.87	0	8.7	0	47.83
Case14	69.23	0	0	3.85	0	26.92
Case15	25	19.23	1.92	1.92	0	51.92
Case16	25.64	5.13	5.13	7.69	0	56.41
Case17	72.73	0	0	0	0	27.27

Source:Elementary school number 3 Macorawalie

Based on the results of data coding from the 3 macorawalie public elementary school which has permanent legal force, it was found that six indicators of children were involved in the waste management program. The six indicators are dominated by children used by adults, which is 38.18%. Then the influence of friends (association) 30.55%. Following the poor economic conditions as much as 16.91%. Next is the lack of religious education and formal education, which is 9.82%. Furthermore, the condition of the family (broken home) is 3.64%. Lastly, the influence of social media is 0.91%. As illustrated in the following cross tabulation.

The image of the cross-tabulation question above reveals that the use of waste banks by adults and children is controlled by the behavior of the community from 2017 to 2020, the waste that is processed by the poor. Based on the results of interviews with TPS managers regarding the waste management movement, in this case the TPS coordinator can be understood that children are involved in the waste bank movement on average because of the involvement of their friends, and also because they expect the money they get from waste to meet their daily needs. days, these benefits will be used. In addition, adequate economic conditions play an important role in influencing children to act indifferently towards waste management.

The number of cases handled by SD Negeri 3 Macorawalie from 2017-2020 was 90 cases of scattered garbage disposal involving children. This number is quite large while handling and reducing it can destroy the future of these children in particular, and the future of the younger generation. Scattered

garbage can make people feel disturbed (Pasaribu et al., 2020). There can also be a moral crisis in children or the younger generation (Gomez, 2020; Lasco, 2020). The younger generation is a desirable market for Russia, the United States, Canada and several other countries for the waste business, determining the consumer environment (Kuznetsova et al., 2020). Likewise with Indonesia which involves the younger generation in this business (Pasaribu et al., 2020). In essence, many cases of waste management involving children or the younger generation will have a positive impact on people's lives.

The age of children involved in waste management is still very young, namely 16 years as much as 44.44%, even if a total of 13 people out of 18 people are under 16 years old or around 72.22%, the rest are 17 and 18 years old. This age belongs to the millennial generation (Ahmad et al., 2020). However, the Indonesian government places people under 17 years old. They do not have a driver's license and ID card because they are classified as children (Syaputra&Nasution, 2020). Children who are involved in waste management tend to have a strong mentality, or trust in the family (Lucas, 2018). Garbage is an inanimate object, but it can give life to humans (Lasco, 2020).

Punishing children in criminal acts, especially the act of throwing garbage in any place by children will result in them suffering mental, physical and social losses (Ariyanti, 2017; Jainah, 2018). The trend that has been carried out so far by imposing sanctions on children is ironic, considering that in international instruments there are requirements for judges to maintain as much as possible so that children are not imprisoned, even children must be kept away from the application of criminal penalties in general (Jainah, 2018).

Based on the results of the study, it is illustrated that the actions of waste management by children are quite alarming. Considering that the current volume of waste is increasing day by day, the government and law enforcement officials cannot respond solely to it, but it is the duty and responsibility of all stakeholders.[15]. The data in table 2 and figure 1 show that of the 18 cases of violations in disposing of garbage in any place at SD Negeri 3 Macorawalie, cases of children involved in littering because they followed the behavior of adults became dominant at 38.18%. Children who are persuaded by adults to throw garbage anywhere because of the big rewards promised by the teacher so that children want to be involved in it. However, the children who are used by adults in managing waste are generally economically poor children, having a shallow level of education. In addition, the family's economic needs are not met, even to meet the family's food needs, making children motivated in collecting various types of waste that can be of economic value (Ahmad et al., 2020; Van Denend, 2010).

Another factor is the social media network system that makes it easy for people to connect, making it easier for most children to develop a sense of arrogance and prestige not to throw garbage in its place. Waste management practices occur through requests from friends, teachers and school principals who are socialized through social media in the form of WA and Classroom to assist in handling it (Mardiana, 2019).

Whereas the tendency of adults to show bad behavior towards children as part of the moral depravity of children, both in hidden places and in other public places in littering is also due to special treatment of children who are in conflict with the law in the process of investigation, prosecution, or trial. as mandated in law number 11 of 2012 concerning the juvenile criminal justice system. The tendency of children to often change in providing information is because children are still emotionally unstable, and there is a sense of adoration or pity from law enforcement officers for children in conflict with the law. Weakness of the son-in-law and regulations, emotional instability of the child (Lasco, 2020).

In situations where adults involve children in waste management, an agility leadership style is required. In other words, adults must behave like leaders who have sensitivity to the waste conditions in their surrounding environment. With leadership behavior, children can unite to take advantage of their potential in a better direction for their future. Leadership can leverage resources (Ahammad et al., 2020; Doz, 2020) which children or youth should use to improve their education and skills.

Conclusion

Waste management involving school-age children needs serious attention. Several factors cause children to behave indifferently towards waste management, namely family, economy, social, lack of

religious and formal education, social media, and adults who use children. However, from various existing factors, the exploitation of children by adults in the behavior of throwing garbage in any place. more dominant in the case of waste management which is handled at the Environmental Agency of Sidrap Regency. Adults involved in the waste management process must position themselves as agility leaders. Leadership that can understand environmental cleanliness in children, leadership that can unite children's potential,

Therefore, the government, in this case the local government, is intensifying waste management education through the waste bank program in schools. Children who still think of garbage as an ordinary thing can at least change their mindset that environmental cleanliness is an achievement. For adults who use waste can get a higher economic value.

Suggestion

Based on the conclusions above, in this study it is recommended to all stake holders, both government, private and community, more specifically to school principals to be able to involve their students in promoting waste management programs through waste banks. in addition to all people who are adults to be able to position themselves as leaders for children not to throw garbage in various places. The government as a stakeholder in this case can at least facilitate the community in the provision of facilities and infrastructure so that waste can provide economic value to the community.

Contribution with Author

First author: concept and design, data acquisition, data analysis/interpretation, manuscript preparation, critical revision of manuscript, funding, supervision, final approval. Second author: critical revision of the manuscript, statistical analysis, funding, technical or material support. Third author: analysis, writing, critical revision of the manuscript, statistical analysis, admin, technical or material support. Fourth author: writing, critical revision of manuscript, admin, securing funds.

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