

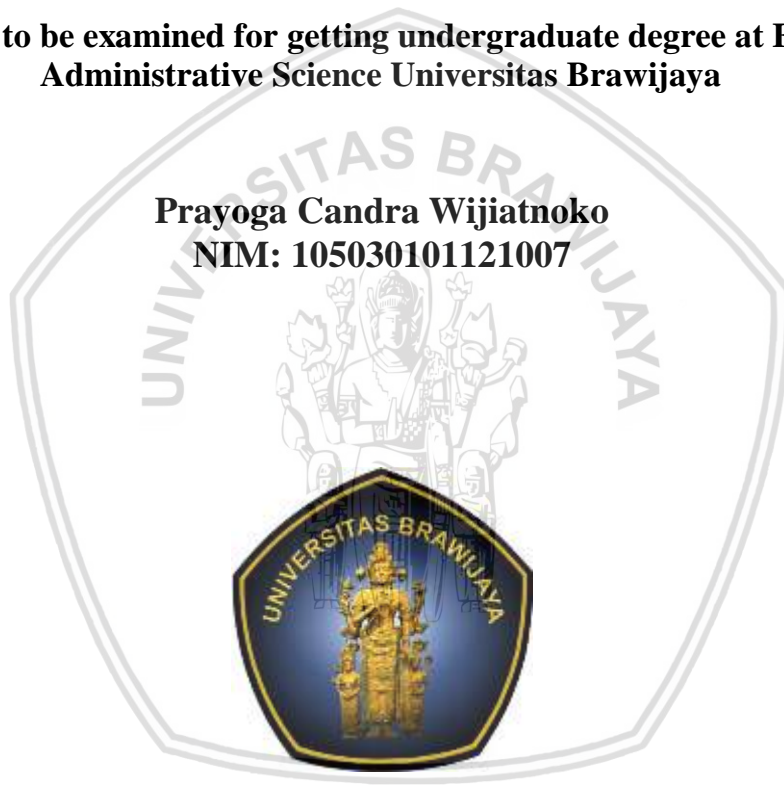
**PUBLIC PRIVATE PARTNERSHIP BETWEEN MALANG
MUNICIPALITY AND (GIZ) *DEUTSCHE GESELLSCHAFT FÜR
INTERNATIONALE ZUSAMMENARBEIT***

**(Study on Implementation of Adiwiyata Program in Good Governance Perspective in
Malang City)**

UNDERGRADUATE THESIS

**Submitted to be examined for getting undergraduate degree at Faculty of
Administrative Science Universitas Brawijaya**

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**UNIVERSITAS BRAWIJAYA
FACULTY OF ADMINISTRATIVE SCIENCE
PUBLIC ADMINISTRATION DEPARTMENT
MALANG**

2017

MOTTO

Bismillahirrahmanirrohim

" The most dangerous enemy in the world are timid and indecisive.

The most loyal friends, are courage and strong faith "

(Andrew Jackson)



APPROVAL SIGNS

Title : Public Private Partnership Between Malang Municipality and (GIZ) *Deutsche Gesellschaft Für Internationale Zusammenarbeit* (Study on Implementation of Adiwiyata Program in Good Governance Perspective in Malang City)

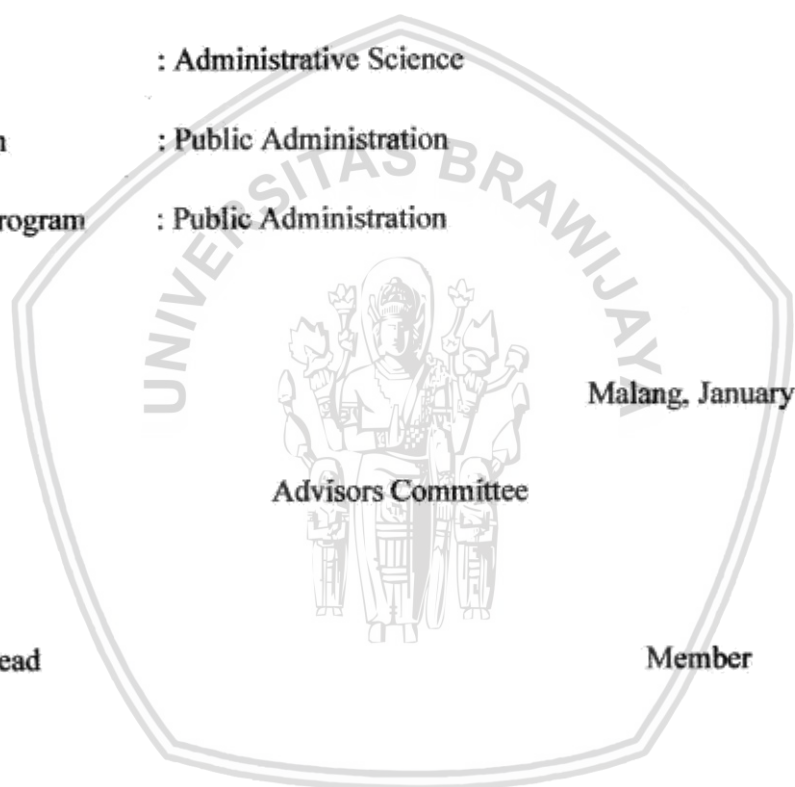
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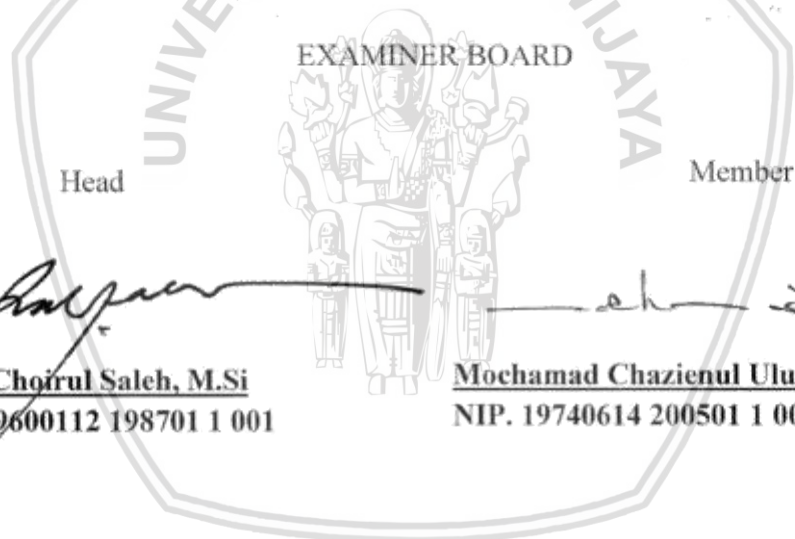


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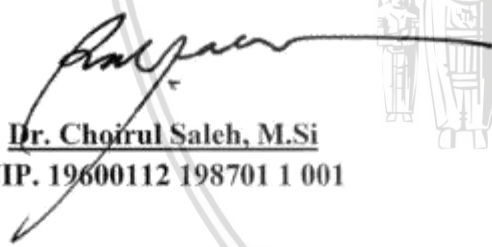
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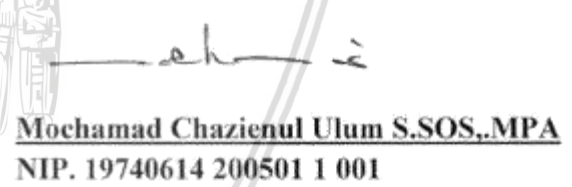
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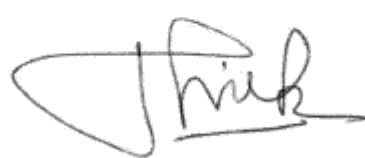
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SUMMARY

Prayoga Candra Wijiatnoko, 2017, **Public Private Partnership Between Malang Municipality and (GIZ) Deutsche Gesellschaft Für Internationale Zusammenarbeit (Study on Implementation of Adiwiyata Program in Good Governance Perspective in Malang City)**, Dr. Choirul Saleh, M.Si, Mochamad Chazienul Ulum S.SOS.,MAP, 151 pages + xiv

This study was based on the implementation of Adiwiyata Program based on the local government and private partnership which implemented in Malang, especially in schools. Environmental education at the most basic level is required for the faster development which was not followed by awareness of the environment importance among adults, and GIZ offered partnership to the Malang Municipality to manage it.

This research use descriptive method with qualitative approach. The analysis used is Interactive model analysis by Miles and Huberman. In this analysis model the researchers conducted four phases of data collection, data condensation, data presentation, and then draw conclusions related to the the implementation of Adiwiyata Program based on the local government and private partnership in Malang City.

The conclusion of this study include: 1) Based on the principle of partnership, namely mutual trust and respect, autonomy and sovereignty, complementary, openness and accountability of each party has made the allocation of roles, responsibilities, and risks spread properly according to the capacity of each parties. 2) Form in partnership model in PAKLIM program is motivated by the awariness of the climate change problem that is happening and environmental conservation issues. 3) The resources that required in this program that is program executor that runs the roles and responsibilities well and the contribution of each party in material and non material terms. 4) Supporting factors include a good collaboration between BLH, Education Agency and GIZ, human resources availability at BLH Malang and GIZ have sufficient capacity and the competence and experience of each party in running a good program. 5.) Inhibiting factors are the validity of data provided by the school to the GIZ is still lacking.

Referring to the results of the analysis, then it can be given 4 suggestions. First, additional are needed in Education Agency o Malang City. Second, Adding supervision activities on Adiwiyata Program. Third, Adding activities to raise awareness in collecting data. Fourth, Keeping unity and good relations between the Education Agency and the Environment Agency of Malang City.

Keywords: Good Governance, Public Private Partnership, Program Implementation, Adiwiyata Program, PAKLIM.



PREFACE

A praise author turning on Allah SWT for His Grace and Gift, so the author can finish this undergraduate thesis. This undergraduate thesis is structured in order to run the final assignment submitted to qualify for Public Administration Science (S.AP) Bachelor degree at the Faculty of Administrative Sciences Universitas Brawijaya. The theme is taken in this undergraduate thesis is the field of cooperation with title **“Public Private Partnership Between Malang Municipality and (GIZ) Deutsche Gesellschaft Für Internationale Zusammenarbeit (Study on Implementation of Adiwiyata Program in Good Governance Perspective in Malang City)”**.

Since the beginning until the end of the preparation of this paper will not be realized without the support and encouragement from various parties. Therefore, on this occasion the author would like to thank to:

1. Prof. Dr. Bambang Supriyono, MS, as the Dean of the Faculty of Administrative Science who has provided the facility to complete the undergraduate thesis writing;
2. Dr. Choirul Saleh, M.Si, as Head of Program of the Faculty of Administrative Science and as the head of the undergraduate thesis advisors who has patiently and willingly give guidance and a lot of input in the process of undergraduate thesis preparation;
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4. Mochamad Chazienul Ulum S.SOS, MAP as members of the undergraduate Thesis Advisors and as a friend of think and discussion and provide a lot of input for the preparation of this undergraduate thesis;

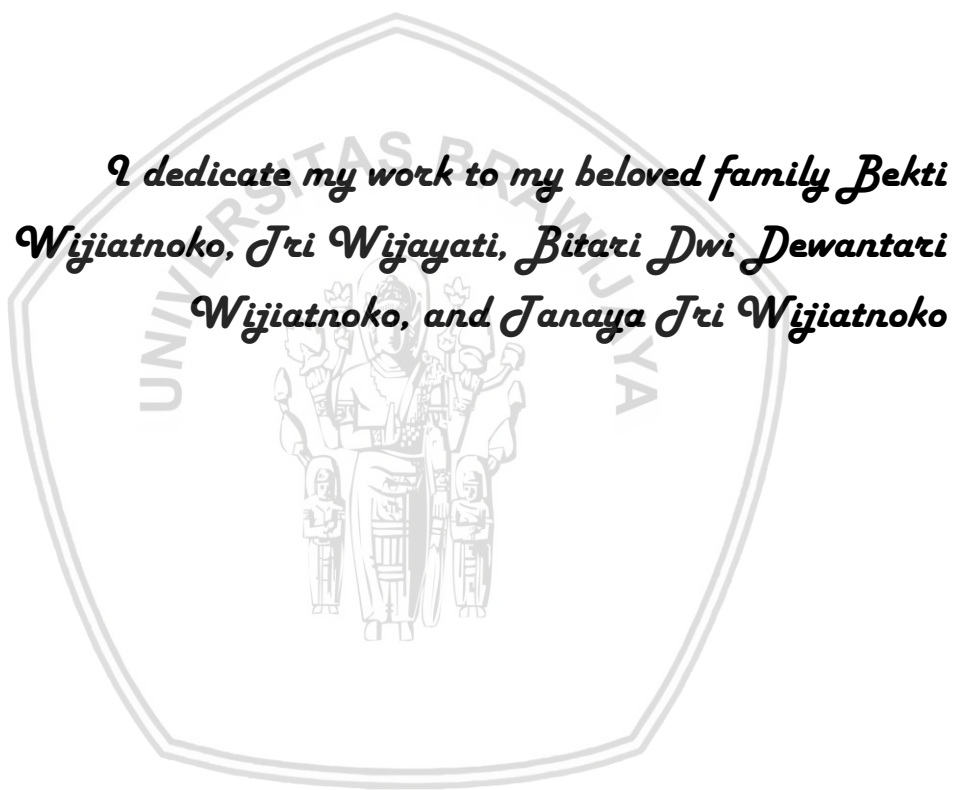
5. All Public Administration Lecturers, Faculty of Administrative Science that has guided me;
6. The family that is the most influential figure in author's life all this time;
7. Head of Education Agency of Malang City, head of the Environment Agency of Malang City, and *Deutsche Gesellschaft für Internationale Zusammenarbeit* who continues to provide ease of information and a warm welcome in a work environment where doing research;
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9. Friends in public administration department class of 2010 who always transmit the spirit, taught me the meaning of life, friendship, and help to the researcher.
10. And thanks to all parties for their help and support on this undergraduate thesis, the researcher can not mention one by one.

For the perfection of this undergraduate thesis, constructive suggestions and criticisms very expected by authors. Hopefully this undergraduate thesis is useful and can contribute significantly to the parties that need.

Malang, January 18th 2017



Authors



*I dedicate my work to my beloved family Beki
Wijiatnoko, Tri Wijayati, Bitari Dwi Dewantari
Wijiatnoko, and Janaya Tri Wijiatnoko*

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CHAPTER I

INTRODUCTION

A. Background

Environmental damage that occurred on Earth has reached a critical level. Air, water and land seem to be our problem on Earth. Ray and heat that emitted by the sun can not be reflected back by the Earth. The polluted air that contains a collection of gases consisting of CO₂, NO₂, O₂, SO₂, and water vapor are known as greenhouse gases (Soerjani, 2009: 72). Greenhouse gases accumulate in the atmosphere resembles a greenhouse returns reflect the Sun's heat (infrared radiation) from Earth back to Earth resulting in global warming (Rini, 2008: 118; Soerjani, 2009: 73). Massive pollution is closely linked to human activities that are not friendly to the air, such as activities that produce a lot of smoke like burning trash, using means of transportation, and industrial waste gas.

Garbage is one of many source of environmental damage. Landfill waste that originated from domestic waste can disrupt or pollute because: leachate (waste water), odor and aesthetic. Landfill waste also cover the surface of the soil so that the soil can not be used. In addition, landfill waste can produce nitrogen gas and hydrogen sulfide, the existance of mercury, chromium and arsenic on landfill waste may cause interference to bioorganisme soil, vegetation, damaging the surface structure and texture of the soil (<http://www.suarapembaruan.com/>, retrieved on June 1st 2015, at 11.05 pm).

Ministry of Environment and Forestry (KLHK) assess the issue of waste in 2015 has been worrying. This is related to data from KLHK which mentions the plastics resulted from 100 stores or members of the Indonesian Retail Entrepreneurs Association (APRINDO) within one year alone, has reached 10.95 million pieces of plastic bag waste. That number is equivalent to an area of 65.7 hectares of plastic bags or about 60 times the size of a football field. ([Http://www.cnnindonesia.com](http://www.cnnindonesia.com), retrieved on March 23th 2016, at 10.47 am)

Director General of Waste Management, Waste and B3 KLHK Tuti Hendrawati Mintarsih said the total amount of Indonesia's waste in 2019 will reach 68 million tons, and plastic waste is estimated to reach 9.52 million tons or 14 percent of the total waste. The overall reduction target for waste disposal up to 2019 is 25 percent, while 75 percent handling the waste by composting and recycling to the Final Disposal Site (TPA). Based on Jambeck (2015) data, Indonesia ranks second in the world of plastic waste to the sea which reached 187.2 million tons after China that reached 262.9 million tons. The third place is the Philippines that produces plastic waste to the sea reached 83.4 million tons, followed by Vietnam which reached 55.9 million tons, and Sri Lanka which reached 14.6 million tons per year. More than one million plastic bags are used every minute, and 50 percent of the plastic bags are used only once and immediately disposed of. Of that number, only five percent are actually recycled. ([Http://www.cnnindonesia.com](http://www.cnnindonesia.com), retrieved on March 23th 2016, at 10.47 am)

Based on a report issued by the Directorate of Pollution Control and Environmental Degradation General of the Ministry of Environment and Forestry

(KLHK), in 2015 almost 68 percent or the majority of river water quality in 33 provinces in Indonesia is in seriously polluted status. The assessment of the status of river water quality is based on the Class II Quality Criteria (KMA) contained in the attachment of Government Regulation on Water Quality Management and Water Pollution Control or PP 82/2001. Based on these criteria, about 24 percent of rivers are in medium contaminated status, 6 percent are lightly polluted and only about 2 percent still meet water quality standards. (<http://nationalgeographic.co.id>, retrieved on August 13th 2016, at 08.55 pm)

During this time most people mistakenly think that the main source of pollutants of the river is industrial waste, but in fact the main source of polluted river water in Indonesia is mostly from domestic or household waste. The domestic wastes include stools, used kitchen and bathroom laundry water, including household waste dumped into the river. In addition, the causes of river water pollution are livestock, industrial and agricultural waste. The quality of river water in all locations in the country is mostly in severe polluted conditions. This is very worrying, considering the river water is the main source of clean water consumed by the majority of the population in Indonesia. poor quality water sources of will threaten the health conditions of people and other living things that consume the water. (<http://nationalgeographic.co.id>, retrieved on August 13th 2016, at 08.55 pm)

Such huge environmental damage mostly sourced from many fundamental errors is caused by humans such as burn and dumping waste, which the incomprehension should already be understood from an early age.

According to Setiawan in Khairi (2012: 4), environmental issues can not be purely separated technically, but more important is a solution that can change the mental and awareness of the environment management. To tackle the effects of environmental degradation required a change of attitudes and behavior in society and moral improvement through education. Education greatly influence the development of physical, faculties (intellect, taste and whim), social and human morality as well as an important tool to keep themselves and nurture positive values.

Kneller in (Sumitro et al, 2006: 16-17) explain that education provides opportunities for the public to perform an act or experience that affect the growth or development of the spirit, character, or their physical abilities through educational institutions that intentionally transforming their cultural heritage, that is the knowledge, values and skills from generation to generation.

Akhmadi in (Khairi, 2012: 5) stated that environmental education in schools is one of the implementation of character education. Character education and environmental education instill character values to the school community which includes knowledge (cognitive), awareness or willingness (affective), and action (psychomotor) to implement those values.

In Indonesia, the goals of environmental education is not as expected. In 1977 LIPI formed a team consisting of the National Education for Formal Education Team (Prof. Dr. Soedjiran Resosudarmo) and Tim for Non-formal Education (Dr. Setiati Sastrapraja). In 1982 carried out tests on 15 elementary

public / private and Implementation of Environmental Education Program (PLH) through pilot projects elementary, junior high school. However, these trials have failed because not reach all teachers, lack of books for teachers and students as well as evaluating the development of affective domain is not part of the scoring system results in school education.

On May 21, 1996 was held a joint agreement between the Minister of the Environment, the Minister of National Education, Ministry of the Interior and Minister of Religious Affairs. Then on February 19, 2004 the Ministry of Environment (KNLH) together with the Ministry of National Education, Ministry of Religious Affairs and the Ministry of the Interior set PLH policy direction as the basis for all stakeholders in the implementation and development of PLH in Indonesia. An effort was made and its considered not a significant influence on the change of consciousness and behavior of people in action to favor or in favor of the environment and society. Each of stakeholders implement environmental education activities partially and measure performance success based on their own perspective (KLH, 2012).

To address these problems and to improve the knowledge and understanding of the environment to the students and the community, then the 3 June 2005 Memorandum of Understanding signed between the Ministry of Environment to the Minister of National Education. Under the deal, the environmental education should be based on the basic concept of environmental significance. Adiwiyata program is one of the environmental education strategies

that provided by the government with the intention to create a school that cares and environment cultured (KLH, 2012).

Adiwiyata program is one of the programs of the Ministry of Environment which is the implementation of the Environment Ministry Regulation No. 02 year 2009. This program is a form of appreciation given by the government to the institutions of formal education that are considered instrumental in developing environmental education (KLH, 2012).

According to Henry Bastaman in (Khairi, 2012: 7) Adiwiyata program does not have a material intensive and only intended for schools that volunteered. This creates difficulties to the school in implementing Adiwiyata program in the absence of specific curriculum for environmental education. The enthusiasm of the importance of Environmental Education (PLH) looks unbalanced. Adiwiyata program impressed more as a form of recognition only and not as a sustainable development fostering program.

Starting from the issue on February 1, 2010 the signing of the Memorandum of Understanding (MOU) between the Ministry of Environment with the Ministry of National Education was executed. Environmental education is integrated in the national education curriculum would affect the development of students both academically, socially and personally.

In an effort to more instill cultural values and environmental awareness in schools, it is necessary to set a target of achievement.

Adiwiyata achievement target of schools from 2012 to 2014 was 6,480 schools, as Table 1 below:

Table 1.1 National Achievement Target of Adiwiyata 2012-2014

No.	SCHOOL	2012	2013	2014	TOTAL
1	SD/Mi	1 X 540 Reg./City	1 X 540 Reg./City	1 X 540 Reg./City	1. 620 Schools
2	SMP/ Mts	1 X 540 Reg./City	1 X 540 Reg./City	1 X 540 Reg./City	1. 620 Schools
3	SMA/ MA	1 X 540 Reg./City	1 X 540 Reg./City	1 X 540 Reg./City	1. 620 Schools
4	SMK	1 X 540 Reg./City	1 X 540 Reg./City	1 X 540 Reg./City	1. 620 Schools
TOTAL		2. 160 Schools	2. 160 Schools	2. 160 Schools	6. 480 Schools

Source: <http://www.menlh.go.id/>, retrieved on August 8th 2015, at 01.30 am

Adiwiyata achievement target mentioned above is planned with the premise that; (1) Province is expected to encourage all district / city to implement 4 schools each 1 each elementary and secondary education (elementary, junior high, high school, vocational school) started in 2012, the year 2012-2014 will be achieved Adiwiyata acquisition of 6,480 schools. (2) With the target of achieving 4 schools each regency/city at every level of education will facilitate the development and financing to achieve Adiwiyata school.

Until now 6,400 schools have followed Adiwiyata program and 1,161 have achieved the criteria National Adiwiyata, 290 schools have achieved the criteria Mandiri Adiwiyata, two (2) school received the Eco School Award at the

ASEAN level of each elementary Tunjung Sekar Malang and SMP Muhammadiyah 1 Yogyakarta. In 2014, a total of 33 Province proposed 760 Adiwiyata school. After various stages of evaluation and field verification, set 498 National Adiwiyata School 2014 from 30 provinces. (<http://www.menlh.go.id>)

As the second largest city in East Java with all the complexity of environmental problems due to the rapid development, the Adiwiyata program will be needed by schools in big cities like Malang. in the Malang City itself Adiwiyata program was started in 2007 and only followed by 3 school only but the numbers participant started growing from year to year. While the achievement of the program Adiwiyata in Malang itself is presented in the following table:

Table 1.2 Number of Adiwiyata Schools in Malang City 2015

No	Adiwiyata Level	Category		
		SD/MI	SMP/Mts	SMA/SMK/MA
1	Independent	5	3	5
2	Province	1	1	2
3	Regency	6	6	3
4	City	25	14	8
Total		79		

Source : Environmental Agency of Malang City, 2015 (processed by writer)

In the table above shows that only 79 schools in Malang who have followed the Adiwiyata program until 2015. It is certainly far compared with the total overall number of 531 schools in the Malang City. Thus the municipality needs to work more optimally in developing schools that are in the auxiliaries area.

Adiwiyata program in practice was still having some problems, but the Malang municipality considers that the programs have been successfully performing its function. Responding to some of these constraints, municipality need to utilize all the available resources. Partnership between the government and the private sector is one of the breakthroughs that can be done in order to support the implementation of the program. Additionally, private and community involvement in line with the principles of good governance which today has become a global trend or tendency as a model in governance in general. Good governance emphasize that the implementation of state governance is necessary to balance the interaction and engagement between government, business (private) and public (civil society).

In the opening speech of the National Development Planning Meeting (Musrenbangnas) 2005 President Susilo Bambang Yudhoyono said that the mindset that the government had only become actors and responsible conduct all of the construction activities need to be changed. Because of development actors not only the government, but include 5 (five) plus 1 (one). Namely (1) the Government, (2) The Legislative, (3) private, (4) Community, and (5) Academics as a think tank development, and (6) International partners. And the future, the government is only acting as policy makers, regulatory, and facilitators. While the role of the private sector must grow in various development sectors, as happened in a country that has advanced, greater private sector role than the role of government.

In this case Malang municipality represented by the Education Agency and Environmental Agency of Malang City in collaboration with the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ). GIZ in this case can be called private partners as well as international partners. Partnership is an effective breakthrough considering the limited resources of local governments and complexity of an environment educational problems, at the same time such partnership can increase the capacity of the Malang Municipality and provide opportunities for each stakeholder to develop their resources capacity through the partnership.

From some explanation above, the writer interested to do research with the title "Public Private Partnership Between Malang Municipality and (GIZ) Deutsche Gesellschaft Für Internationale Zusammenarbeit (Study on Implementation of Adiwiyata Program in Good Governance Perspective in Malang City)".

B. Problem Formulation

Based on the background description above, the formulation of the problem will be the object for examination are as follows:

1. How is the implementation of Adiwiyata program based on the local government and private partnerships in Malang City?
2. What are the factors that influence the implementation of Adiwiyata program based on the local government and private partnerships in Malang City?

C. Research Objectives

The aim of the research program is trying to answer the problem formulation that has been done. In accordance with the formulation of the problem mentioned above, the purpose of this research is:

1. To know and describe the implementation of Adiwiyata program based on the local government and private partnerships in Malang City.
2. To know and describe the factors that affect the implementation of the Adiwiyata program based on the local government and private partnerships in Malang City.

D. Research Significance

1. For Author

The author will acquire the knowledge and skills of both practical and theoretical in view, read and analyze the implementation of the Adiwiyata program based on the local government and private partnerships in Malang and to identify the supporting and inhibiting factors.

2. For Students

Results of this study can be used as a reference for further researches are more concerned and interested to raise issues regarding the implementation of the Adiwiyata program in Malang City.

3. For the Community

To raise awareness of the general public and NGOs as well as the role of municipality to participate in the implementation of the Adiwiyata program in Malang City.

E. Systematic Discussion

To make it easier to take the description contained in this paper, the authors will present an outline of systematic writing. This systematic writing meant that anything discussed in this paper can be known and understood clearly from each chapter. Broadly speaking, this thesis is divided into five chapters, structured as follows:

CHAPTER I : INTRODUCTION

This chapter described the Background Research, Formulation Problems, Objectives, Contributions Research and Systematics Discussion.

CHAPTER II : LITERATURE REVIEW

This chapter describes some theories that contain the research, which includes the theory of Public Policy, Program Implementation, Environmental Education, Governance and Good Governance and Partnership. Theories were obtained based bibliography of sources in the form of reading text books, journals, theses, and other

sources related to the subject matter to be resolved as a basis for scientific argumentation.

CHAPTER III : RESEARCH METHODS

This chapter describes the research methodology used in this study. This chapter includes a section consisting Type of Research, Research Focus, Research Location and Research Sites, Data Sources, Data Collection Techniques and Data Analysis Techniques.

CHAPTER IV : DISCUSSION

This chapter outlines the results of research or data that has been obtained from the site in the research that has been done, and then do the analysis and interpretation of the data by using existing theories in the previous chapter.

CHAPTER V : CONCLUSION

This chapter presents conclusions and suggestions. The conclusion here is an outline of the results of the discussion, while suggestions is the contribution of the writer that can be given as input to the concerned parties.

CHAPTER II

LITERATURE REVIEW

A. Public Policy

1. Definition of Policy

In *Kamus Besar Bahasa Indonesia*, the policy is defined as a series of concepts and principles as an outline and basic plan in the execution of a job, leadership, and how to act (on governments, organizations, etc.); statement of goals, objectives, principles and guidelines for the management in order to achieve the target. Wahab (2008: 40) argues that the term of the policy itself is still going on is an event of disagreement and debate between experts. So to understand the policy term, Wahab (2008, 40-50) provides some guidance as follows:

- a. The policy must be distinguished from the decision
- b. The policy is actually not necessarily be distinguished from the administration
- c. The policy covers the behavior and expectations
- d. Policies include action or no action
- e. The policy usually has the end result to be achieved
- f. Each policy has a specific goal or target either explicitly or implicitly
- g. The policy emerged from a process that goes on all the time
- h. The policy covers the relationships are between organizations and intra-organization

- i. Public policy, though not exclusively concerns the key role of government agencies
- j. The policy was formulated or defined subjectively.

According to Winarno (2007: 15), the term of policy may be used widely as the "Indonesia's foreign policy", "economic policy of Japan", and or may also be used to be something more specific, such as for example if we talk about government policy on de-bureaucratization and deregulation. Based on the opinion of various experts mentioned above it can be concluded that the policy is an activity that is intentionally done or not done by a person, a group or a government in which there is a decision to achieve a specific intent and purpose.

2. Definition of Public Policy

The scope of public policy studies are very broad because it covers various fields and sectors such as economic, political, social, cultural, legal, and so on. Besides, seen from the hierarchy of public policy can be national, regional or local as laws, government regulations, a presidential decree, ministerial decree, local government regulations / province, the governor's decision, the rules of the district / city, and the decision regent / mayor. In terms of understanding public policies (public policy) it was a lot, depending on what angle we perceive it. Pressman and Widavsky as quoted by Winarno (2002: 17) defines public policy as hypothesis that contain these initial conditions and predictable consequences. Public policy should be distinguished from other forms of policy that others such as private policy. It is influenced by the involvement of non-governmental factors. Robert Eyestone as quoted by Agustino (2009: 6) defines public policy as "a relationship

between a government unit and its environment". Many people assume that the definition is too broad to be understood, because what is meant by public policy can include many things.

According Woll as quoted by Tangkilisan (2003: 2) states that public policy is that a number of government activities to solve problems in the community, both directly and through various institutions that affect people's lives. This definition emphasizes that public policy is the embodiment of action and not a statement of intent of the government or public officials only. In addition, the government option not to do something is also a public policy because it has the same effect/impact with a choice of the government to do something.

Many experts who define public policy as actions taken by the government in response to a crisis or a public issue. As well as with Chandler and Plano as quoted by Tangkilisan (2003: 1), which states that public policy is the strategic utilization of the existing resources to solve the problems of the public or the government. Furthermore, it is said that public policy is a form of intervention that is performed continuously by the government in the interests of disadvantaged groups in society so that they can live, and participate in development broadly.

David Easton as quoted by Agustino (2009: 19) gives the definition of public policy as "the autorative allocation of values for the whole society". This definition insists that only the owner of the authority in the political system

(government) are legally able to do something in the community and government choice to do something or not do something embodied in the form of allocation of values. This is because the government belong to the "authorities in a political system" that the authorities in the political system involved in the affairs of the political system and has the responsibility in a specific problem which at one point they were asked to take a decision at a later date in the future that acceptable and binding the majority of members of the public for a certain time.

Based on the opinion of some mentioned experts, we can conclude that public policy is an act done or not done by the government that is oriented toward a specific goal to address public problems. A policy to do something is usually contained in the provisions or regulations made by the government so that it have a binding and force nature.

3. Public Policy Process

The process of public policy making is a complex process because it involves many processes and variables that must be assessed. Therefore, some political experts who are interested to study public policy divide processes of public policy making into several stages. The purpose of this subdivision is to help us in assessing public policy. However, some experts may divide these stages in a different order. Stages of public policy according to William Dunn as quoted by Winarno (2007: 32-34) is as follows:

a. Agenda-setting stage

Elected and appointed officials place the issue on the public agenda. This problem previously competed in advance to be included in the policy agenda. In

the end, some problems getting into the formulator's policy agenda. At this stage it might be an issue not touched at all, while other issues are set to be the focus of discussion, or there is a particular problem postponed for a long time because of certain reason.

b. Policy formulation stage

The problem that has been entered into the policy agenda and discussed by policy makers. These problems are defined and then look for the best problem solving. Solving the problem comes from a available variety of alternatives or policy options. In policy formulation each alternative competing to be selected as the taken policy to solve the problems. In this stage, each actor will compete and try to propose the best solutions.

c. Policy adoption stage

Among many policy alternatives offered by policy makers, in the end one of the alternative policy is adopted with the support of a majority of the legislature, a consensus between the director of the institution or judicial decision.

d. Policy implementation stage

A policy program will only be elite records if the program is not implemented, which is implemented by administrative agencies or government agencies at lower levels. Policies that have been taken implemented by administrative units that mobilizing financial and human resources. In the implementation phase, various interests will be competing. Some policy implementation has the support from the implementers (implementors), but some others may be opposed by the executor.

e. Policy evaluation stage

In this stage the policies that have been implemented will be assessed or evaluated, To see the extent of policies were made to achieve the desired effect, that is to solve the community problems.

Therefore measures or criteria that form the basis for assessing whether the public policies that have been implemented have reached the desired impact or goal or not must be determined. In short, the stages of the policy process are as shown below:

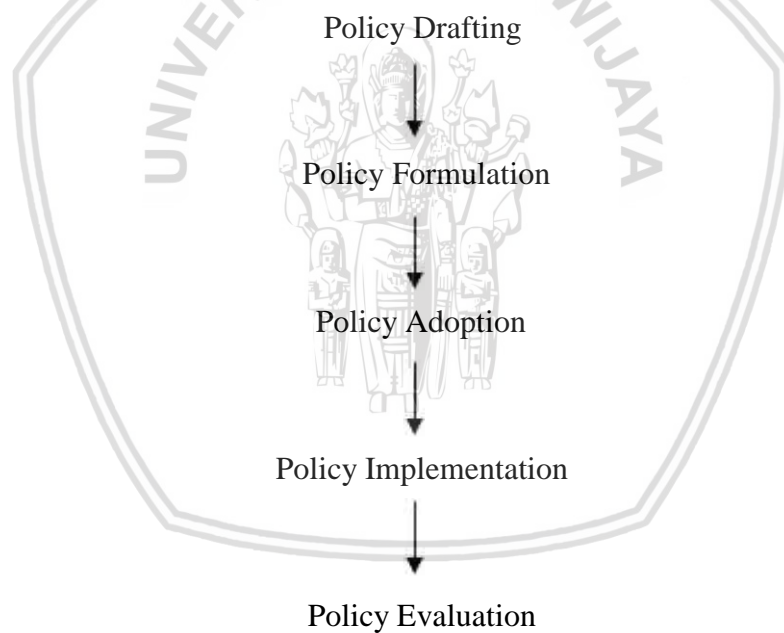


Figure 2.1 The Stages of The Policy Process

Source: Winarno (2007: 32-34)

4. Policy Implementation

Policy Implementation in principle is a way for a policy can achieve their objectives. Not more and not less to implement public policy, then there are two options available measures, which directly implemented in the form of programs or through policy formulation derivate or derivative of such public policy. (Nugroho, 2003: 158).

According Mazmanian and Sabatier (Shafii, 2007: 144) says that examine issues of policy implementation means trying to understand what in fact happened after the program is declared formulated, namely the events and activities that occur after the policy approval process, both of which regarding efforts to administrate and to generate a real impact on society or on certain events. This figure shows a second opinion that the implementation of the policy in effect is not only limited to the actions or behavior of responsible administrative agencies or bureaucracy units for implementing the program and raises the compliance of the target group. However, it was also noticed carefully the various networks of political power, economic, and social impact on the behavior of all parties involved, and finally bring the expected or unexpected impact.

In each formulation of policies whether concerning programs and activities are always accompanied by an execution or implementation action. No matter how good a policy without implementation it will not much mean. Implementation of the policy is not just concerned with the mechanism of translation of political decisions into routine procedures through the channels of

bureaucracy, but more than that, it concern to conflicts, decisions and who gets what from a policy (Wahab, 2004: 59).

Therefore, it is not to much if say that policy implementation is an important aspect of the overall policy process. This shows the close link between policy formulation to policy implementation in the sense even though the formulation was done perfectly but if the implementation process does not work according the requirement, then the original policy would either become ugly and vice versa.

In this regard, as stated by Wahab (2004: 51), states that the implementation of the policy is something that is important, even more important than policy-making. Wisdom just a dream or a good plan stored in the archive if not able to be implemented.

From some of these, it was clear that the implementation of the policy is a series of activities in order to bring the policy to the public so that these policies bring results as expected. Implementation issues have to see how far the policy runs after formulated and enforced. And can be formulated that the implementation function is to establish a relationship that allows the objectives or goals of the public policy embodied as an outcome or end result of the activities carried out by the government.

B. Program Implementation

1. Program Definition

Program according to Arikunto (1998: 1) states a series of activities to be undertake to achieve certain goals. A program is planned activities and have specific purposes that the achievement of this success can also be measured. Based on these statements it can be concluded that the program is a set of activities that have been planned to direct to a specific purpose and a success rate of achievement of the activities in the form of the program can be assessed.

2. Definition of Program Implementation

According Mazmanian and Sabatier in Wahab (2004: 68) the meaning of implementation is the execution of the basic policy decisions, usually in the form of legislation, but can also form commands or important executive decisions or judicial decision. Typically, the decision identify the addressed problem, mention explicitly the goals / targets to be achieved, and various ways to structure / adjust the implementation process. This process takes place after a certain stage, usually preceded by phases of the passage of legislation, then the output of decision in the form of decision execution by the agency execution, willingness of these decisions implementation by the target groups, the real impact, both desired or not, from the output, the impact of decisions as perceived by the bodies that make decisions, and ultimately significant improvements (or attempt to make repairs) of concerned laws / regulations.

Meanwhile, according to Pressman and Wildavsky in (Tangkilisan, 2003: 17), implementation is defined as the interaction between the objectives

formulation with the means of action to achieve these goals, or the ability to connect to the causal relationship between desired way to achieve it. Implementation regulate activities that lead to the placement of a program into a desired policy objectives.

Three main activities that are the most important in the implementation according to Tangkilisan (2003: 18) is:

- a. Interpretation, which is a activities that translate meaning into acceptable and workable setting.
- b. Organization, which is a unit or container to put the program into policy objectives.
- c. The application associated with routine equipment for service, wages, and others.

There is the stages of implementation according Djamarah (2006: 37) in Wardhani (2015: 33) is:

- a. Planning, is to establish what they want, do, when and how to do it.
Collect and analyze information.
- b. Organizing, which provides facilities, equipment and held a training or education.
- c. Direction, that is to guide, motivate, supervise and arrange a time frame.
- d. Supervision, which evaluate the implementation of activities, compared to plan to assess the work and the corrective actions.

It can be concluded that the implementation of the program are actions carried out by individuals or officials for achieving an aimed object or target that set previously, through the organization, interpretation and application. In order to achieve effective implementation of the program, the government should take action in the form of raising funds and the management of natural resources and human. The program is the first element that must be present in order to achieve the implementation of activities. The second element that must be met in the process of implementation of the program that is the society group targeted by program, so that the community be involved and to bring the results of the programs so that there is change and improvement in their lives. Without providing benefits to the community then the program is said have failed to be implemented. Success or failure of a implemented program depends on implementing elements. Implementing elements is the third element, the executor is important for execution of either the organization or individual responsible for the management and supervision of the implementation process.

3. Objective of Program Assessment

According Arikunto (1998; 10) explains that the purpose of the program assessment is to measure the success of the program. Program assessment also serves as a helper and controller in implementing the program in order to know the follow up the program implementation. Based on these statements it can be concluded that the assessment carried out to assess the program in achieve its objectives and make decisions. According Arikunto (1998; 7) the decision-making that will bring four (4) possibilities, namely:

- a. The program will continued and propagated as a positive impact on the program concerned and is expected to have similar effects when applied to other programs.
- b. Continue but only on the program, if want proceed to other programs need special requirements.
- c. Proceed only on the program and require changes, additions, and perfection.
- d. Dismissed as a result negatively impact assessment of the program or do not have a significant impact on that program as well as other programs.

4. Elements of Program Implementation

According Tachjan (2006: 28) describes the elements of policy implementation that absolutely must be available:

- a. Executive Element

Executive element is a policy implementor proposed by Tachjan (2006: 28) is as follows:

“policies executive is a party which run policy that consists of organizational goals setting and objectives, analysis, formulation of policies and strategies of the organization, the decision-making planning, programming, organizing, human movement, operational implementation, monitoring and assessment.”

- b. Implemented Program

A public policy does not have important meaning without action which done with the program, activity or project. According Tachjan (2006: 31) programs are:

“a program can be defined as a comprehensive plan that includes the future use of different resources in the integration patterns and form a sequence of actions required and the schedule for each activity in order to achieve the stated objectives.”

c. Target Group

The target groups are the main targets to be addressed in implementing the policy. Tachjan (2006: 35) defines that:

“target group, namely a group of people or organizations in the community who will receive the goods or services that their behaviour would be affected by the policy.”

To be able to assess properly a public policy implementation need to know the variables or determinants. To clearly illustrate the importance of the variables that affect the implementation of the program.

C. Environmental Education

1. Definition of Environmental Education

Education is one way of changing attitudes and behavior. The effect of education giving impact at increasing knowledge and skills and will helpful in the formation of a positive attitude (Doda, 1989: 196). The same thing also delivered Kneller (Sumitro, 2006: 16-17) that education provides opportunities for the public to do an act or experience that affects the growth of soul, character, or their physical ability through educational agencies that intentionally transforming their cultural heritage, which is knowledge, values and skills from generation to generation.

Act No. 20 of 2003 on National Education System mentioning that education is an effort that is done consciously and planned to create an

atmosphere of learning and the learning process so that learners are actively developing their potential to have the spiritual power of religion, self-control, personality, intelligence, noble character, as well as the skills needed by themselves, society, nation and state. Education provides opportunities for students to develop their potential. Of course the potential for developing education developed in a positive direction and beneficial for students and the surrounding environment.

Humans and the environment is a part that can not be separated. The environment affects the knowledge, skills and human welfare in meeting their needs and the activities of social relationships. As mentioned in Law No. 32 of 2009 on Protection and Environmental Management (Soerjani, 2009: 76) that the environment is:

“...living systems that made up from the room, beings physical (objects, abiotic) and beings human (biota, living things) includes humans and their behavior, state or order of nature (earthquakes, volcanoes erupting, lightning, storms, etc.), power (opportunities , challenges and opportunities) that affect the survival and welfare of human beings and other living creatures.”

From the description of the environment can take an understanding that the environment is a system of life that is very broad. A system that affects the lives of humans and other living creatures. These systems include inanimate objects, such as living biota and living beings including humans and their behavior, as well as the natural state of power. Understanding of education and the environment if combined will become an understanding of environmental education, which is a form of conscious, planned and lasts a lifetime effort through educational institutions and other institutions to transform the knowledge,

values and the skill of the living systems that affect the survival and welfare of human beings and other living things in order to obtain experience that affect the growth or development of the soul, character, or physical ability.

2. Adiwiyata Program

Adiwiyata have meaning or significance as a good and an ideal place where we can be obtain all science and norms and ethics that can be the basis of human towards the creation of the welfare of our lives and towards the ideals of sustainable development (Ministry of Environment and the Ministry of Education and Culture, Republic of Indonesia, 2012). According to the Regulation of the Minister of Environment of the Republic of Indonesia Number 05 Year 2013 on Guidelines Program Adiwiyata, said that the Adiwiyata school is a school that cares and environment cultured and Adiwiyata program is a program to create the school that cares and environment cultured.

Adiwiyata program is the application of human behavior towards nature to protect and preserve the natural existence to enable the sustainability of life. The success of the program Adiwiyata achieved if the school community have environmentally sound behavior everywhere. The program in addition to the formation of character to care about the environment as well as a way to save money, because in the Adiwiyata indicators listed natural resource saving measures (Hidayati, 2013).

Ministry of Environment and the Ministry of Education and Culture (2012) declare that the policy of Environmental Education (PLH) agreed on 19

February 2004 by four (4) Ministry, namely the Ministry of Environment (KNLH), Ministry of National Education, Ministry of Religious Affairs and the Ministry of Domestic. This policy as a basis directives for stakeholders in the implementation and development of environmental education in Indonesia as well as one of the solutions to improve people's knowledge and understanding of environmental functions.

In an effort to accelerate the development of environmental education, especially formal education at the level of primary and secondary education, then on February 21, 2006 has been declared Adiwiyata Program, with the aim of encouraging and shaping the school that care and environment cultured that is able to participate and implement environmental conservation and sustainable development for the benefit of present and future. Adiwiyata program is a program of the Ministry of Environment in order to encourage the creation of knowledge and awareness to the school community in environmental protection efforts. In this program are expected to each school community to get involved in school activities towards a healthy environment and avoid negative environmental impacts (KNLH, 2010).

Adiwiyata program implementation is a mandate of Law No. 23 of 1997 on Environmental Management and Law 32 of 2009 on the Protection and Management of the Environment, on Article 65 point (2) every person is entitled to environmental education, access to information, access to participation and access to justice in fulfilling the right to a good and healthy environment (KNLH, 2008) , Follow-up of the Law 32 of 2009 is the Regulation of the Minister of

Environment No. 05 Year 2013 on Guidelines Adiwiyata Program. In a basic rule or implementation law, Adiwiyata program should run in all schools (Regulation of Minister of Environment, 2013).

3. Objectives of Adiwiyata Program

Adiwiyata program purpose is to realize the school community who are responsible for the protection and management of the environment through good school governance to support sustainable development (Ministry of Environment and the Ministry of Education and Culture, 2012).

D. Governance dan Good Governance

1. Definition of Governance

Today, the government has changed the orientation of the organization towards the era of public service. Governments need to utilize all the resources available to meet the needs of its people, including the opening up and involve external actors. In general, external parties are public (civil society) and private sector (private) as on the concept of governance. With the involvement of actors the conception of Government with Governance can be easily distinguished (Al Azhar, 2013: 12).

According Sumarto (2003: 1) Governance can be defined as "mechanisms, practices and the citizens organize resources and solve the problems of the public". This is similar to the definition given by the United Nations Development Program (UNDP) in Basuki (2006: 8) that governance is:

“the exercise of authority / power in the field of economics, politics, and administration to manage the affairs of the state at all levels and is an instrument of state policy to encourage the creation of social cohesion”.

While Sjamsuddin (2006: 6) defines, that governance is:

“governance refers to the process, namely the process of government administration in a country, involving not only countries, but also all the stakeholders, either business with a strong entrepreneur until to the poorest groups in society.”

Sjamsuddin also emphasize that governance is the process of government agencies, business (private sector), and a group of citizens in expressing interest, exercise the rights and obligations and mediate their differences.

Based on the description above, Governance can be defined as a process of interaction between the Government and the various actors in the grammatical state government to encourage the creation of the state and nation welfare.

2. Definition of Good Governance

The concept of good governance has a variety of definitions from experts and institutions in line with its development. Some of the institutions and the experts are the United Nations Development Program (UNDP), which defines good governance as a synergistic relationship and constructive between state, private and public sectors. While the Institute of Public Administration (LAN) states that form Good Governance is effective and efficient state administration, with the keeping of constructive interaction synergy domains between the state domains, private sector and society. (Sjamsuddin, 2006: 11)

Tjiptoherijanto (2010) defines good governance from the perspective of the expectations of involved actors in decision-making, which states that good governance is governance that seeks to meet the expectations of the involved parties (stakeholders) in decision making. With the involvement of stakeholders, the decision-making in the public service will receive careful consideration and all the wishes of the stakeholders will be reached.

3. Elements of Governance and Good Governance Stakeholder

The implementation of Good Governance involves several actors as stakeholders. The elements of stakeholder Governance according Sjamsuddin (2006) include; individuals, organizations, institutions, and social groups whose their existence is very important for the creation of effective governance. These elements can be grouped into three sections, which is:

a. State

Definition of state/government in this case generally cover the entire political institutions and the public sector. The roles and responsibilities of state or government are covering public service delivery, the implementation of the power to govern, and build a conducive environment to the achievement of development goals both at the level of local, national, and international and global.

b. Private sector

Private sector players include active companies in the market system interaction, such as the processing industry (manufactur), trade, banking, and cooperatives, including the activities of the informal sector. The role

of the private sector is very important in the pattern of governance and development, due to its role as an opportunity for improvement of productivity, employment, sources of revenue, public investment, enterprise development and economic growth.

c. Civil society

Civil society includes individuals and groups of people who interact socially, politically and economically. Civil society not only checks and balances on the authority of the power of government and the private sector but also contribute and reinforce the other elements, such as helping to monitor the environment, resource depletion, pollution and violence of social, contribute to economic development by helping to distribute the benefits of economy growth more equitable in society, and offers the opportunity for individuals to improve their living standards.

Accordingly, it is understood that in the concept of good governance , society is no longer seen as a target or object but society is a subject that played a role in the governance activities.

E. Partnership

1. Definition of Partnership

According Sumarto (in Setiani, 2012: 11) reveals that the partnership as a relationship of civil society, government and the private sector in order to achieve a goal that is based on the principles of trust, equality and independence.

From that statement can be described that the partnership is an effort that involves various sectors, community groups, government and non-governmental agencies, to work together to achieve a common goal based on an agreement in principle and the role of each, thus to build partnerships must meet several requirements, namely the equation attention, trust and mutual respect, must be mutually aware of the importance of partnership, there must be an agreement about mission, vision, goals and values, and should be based on the same plane.

2. Partnership Principles

According to Adi Candra (in Marsiatanti, 2011: 53) partnerships between several parties will be interwoven and mutually beneficial if each parties uphold the principles of partnership that supports it, such as:

a. Mutual trust and respect

Partnerships that awakened institutionally basically started by the need of the parties of the existence and role from the other party, or the needs of all parties involved to work together to achieve objectives of common interest. Considering the position and its important role as an institution, the partnership will not occur between parties who already know each other well with each other so as to the condition of the highest of mutual trust and respect, the parties involved in a partnership will easily collaborate through praxis various roles, duties, authorities and also involves the exchange of resources.

b. Autonomy and sovereignty

One important component of the preparation of the institutional partnership building is the award on institutional autonomy. With this principle is also a partnership relationship should be built and run through the agreement of all parties involved. This second principle is logically the implication of the first principle. With the principle of mutual trust and respect, the parties will establish partnerships with themselves understand and appreciate the existence of each parties without interfering with one another.

c. Complementary

Partnership within the meaning of the "interaction" involving a number of parties to achieve agreed goals really require any "exchange". On this understanding, the partnership actually starts on awareness of the "limitations" of institutions and at the same time see the "excess" on the other hand are expected to cover it.. Thus, the institutionally partnership built on the principle of mutual fill in all the necessary aspects to it, in order to obtain the greater and meaningful achievement in a broader sense.

d. Openness and accountability

Although partnerships are built and operated according to the principle of mutual trust, no means the parties involved in it apart from a tendency to distort the position and role of the executable. For the purpose of ensuring the passage of the partnership in accordance with

the intent and purpose, it is necessary for the principle of openness that allows all parties involved can find out easily the commitment and performance of each of the parties to the agreement that were built together. Whereas in order to ensure the fulfillment of achieving the aims and objectives to partnerships, necessary for the principle of accountability to all execution on a practical level. The passage of these two principles above will make the partnership becomes a rational choice in implementing healthy and positive institutional relationships.

3. Indicator of Successful Partnership

To be able to know the successful development of partnerships needs measurable indicators. In determining the indicator should be understood indicators principles are: specific, measurable, achievable, realistic, and on time. While the development of indicators through the program approach by DG P2L & PM in Kuswidanti (2008: 18) is described as follows:

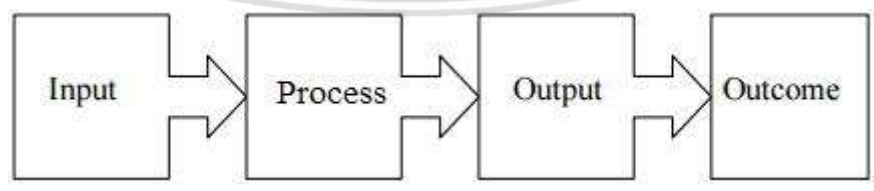


Figure 2.2. Indicator of Successful Partnership

Source : DG P2L & PM in Kuswidanti (2008: 18)



a) Input Indicators

A measure of successful input can be measured of the three indicators, namely:

- 1) The formation of the container team characterized by mutual agreement in the partnership.
- 2) The source of the funds/expenses that are intended for the development of partnerships.
- 3) There is a planning document that has been agreed by the relevant institutions.

The results of evaluation of the input is considered successful if all three indicators are shown to exist.

b) Process Indicator

Measure of the successful process can be measured as an indicator of the frequency and quality of team meetings. The results of evaluation of the value of work, if its indicator proved the existence of which is equipped with meeting agendas, attendance and minutes of the meeting results.

c) Output Indicator

Measure of the successful output can be measured by the following indicators: the number of activities carried out by the relevant institutions in accordance with the agreement of the role of each institution. The results of

evaluation of the output is considered successful, if the indicator mentioned above proved to exist.

d) Outcome Indicator

Measure of the successful outcome is the problem is decreasing or solved.

4. Public Private Partnership (PPP)

There is no standard definition of what constitutes a Public Private Partnership (PPP). OECD (2008: 17) defines a PPP as:

" The agreement between the government and one or more private partners (which may include the operators and financiers) according to which the private partners provide services in such a way where the purpose of the advantages of private partners in harmony with the purpose of provision of government services and where the effectiveness of the alignment depends on the transfer of risk to private partners."

Public Private Partnership (PPP) can be translated as: A contract agreement between the private and the government, both of which are joined together in a partnership to use the expertise and ability of each to improve services to the public where such partnership is formed to provide the best quality service at optimal cost to the public. (America's National Council on Public Private Partnership, 2012: 2).

Based on these statements on Public-Private Partnerships (PPP) is a term used to describe the relationship between the public sector (government) and the private sector in the context of infrastructure development and other services. Public-Private Partnerships (PPPs) are forms of partnership between the actors in order to achieve success through the achievement of development investment.

Perpetrators of Public-Private Partnerships (PPP) consisting of government, community, investor / entrepreneur and Non-Government Organization (NGO). The perpetrators have a different functions and duties.

In PPP, although private actors often have the primary responsibility to perform daily operational management, the public sector continues to play a role in corporate management and daily management level. In doing this partnership, risks and potential benefits in providing services or facilities divided/split to the government and private sectors.

5. Characteristics of Public-Private Partnerships (PPP)

According to Peter (1997) in Bimantoro (2010: 27) the characteristics of the pattern of Public-Private Partnerships (PPP) involving two or more parties in which one of them is the government and the private sector, such partnership includes long term partnership relationship between the parties to interact continuously. Each actor in such partnership contributes the material and non-material relationship so that each actor gets each responsibility of outputs from performed activity.

Bimantoro (2010: 28) says there were four elements in a public private partnership, that is:

- a. Partnership includes two or more parties, including the government and private sector,
- b. Public private partnership requires partnership partner who is able to act in accordance with their capacity,

- c. Relations that have trust continuously, this can be seen in the contract as the basis of negotiations,
- d. The parties have to invest material and non-material resources in partnership. Each part of the structure of the organization will set an object, tasks, financial and responsibilities.

6. Indicators of Successful Public-Private Partnerships (PPP)

European Commission Directorate-General Regional Policy (2003: 75) explain about roadmap to successful PPP development, there are three indicators that can measure the successful of PPP development, that is:

a. Can Be Implemented

- 1) The objectives
- 2) The capabilities and capacities needed
- 3) Private sector interest

b. What Are to be Provided

- 1) Infrastructure and services needed
- 2) The risks and who takes them
- 3) The costs and benefits
- 4) Suitable type of PPP

c. Delivered Value and The Best Use of Resources

7. Potential Advantages of Public-Private Partnerships (PPP)

An analysis of the potential benefits of PPP has been provided by the Government of Nova Scotia (NS, 2000) in Akintoye et al. (2003: 7), which are:

- a. Increase the capacity of governments to develop integrated solutions
- b. Facilitating the creative and innovative approach
- c. Reducing the cost to implement the project
- d. Reduce the time to implement projects
- e. Transferring certain project risks to the private partner
- f. Interesting potential bidders for a more sophisticated and larger projects
- g. Accessing the skills, experience, and technology from the private partner

8. Modalities of Public-Private Partnerships (PPP)

Partnerships between government and the private sector can be implemented in a variety of programs and areas of activity. Therefore, the form of partnership also vary according to the program or activity to be carried out.

Savas (in Irianti, 2011: 29) states that the public-private partnership can be done with some concepts include fully public to fully private. The concept of the method include:

- a. Government Department

Is an old method of service infrastructure providers conducted directly by the government. In this case, the government is facility owner, which is responsible for planning, finance, build and operate. In Indonesia example on PLN and Pertamina.

b. Public Authority

In this method, the government considered as the full authority owner over public services such as clean water services, electricity, transportation and telecommunication. To maximize performance, the government should partner with the private sector in order to prioritize the management of business relationships rather than political.

c. Service Contract

In this method, a form of partnership between government and the private sector is in the construction of public facilities where the private sector does not spend in addition to the operational fund and do not bear the risk for the construction project. Funding comes entirely from the government side that is used for construction, operating, and maintenance.

d. Operation and Maintenance Contract or Lease

This partnership method requires the private sector to operate and maintain the facilities owned by the government. The goal of this partnership is to improve the effectiveness and efficiency of public services.

e. Cooperative

Partnership with these models have special characteristics that the absence of the profit motive and voluntary. The partnership based on consciousness and have the same accountability.

f. Lease-Build-Operate (LBO)

In this method, the government renting its facilities to the private sector, but if the contract period has expired, the facility is returned to the government.

g. Build-Transfer-Operate (BTO)

The private sector as financier and construction of the facility is performed by replacing the ownership of the government. In other words, the private sector hired to do the construction of government facilities in a given period of time as long as they are able operate the facility.

h. Build-(Own)-Operate-Transfer (BOT/BOOT)

This partnership is done by the private sector carry out construction activities including the maintenance and operation of the project. In this partnership model, the private sector should be allowed to charge for his services during the contract period. If the contract period expires, the private sector is required to submit all of the facilities and assets to the government or the public sector.

i. Wrap Around Addition

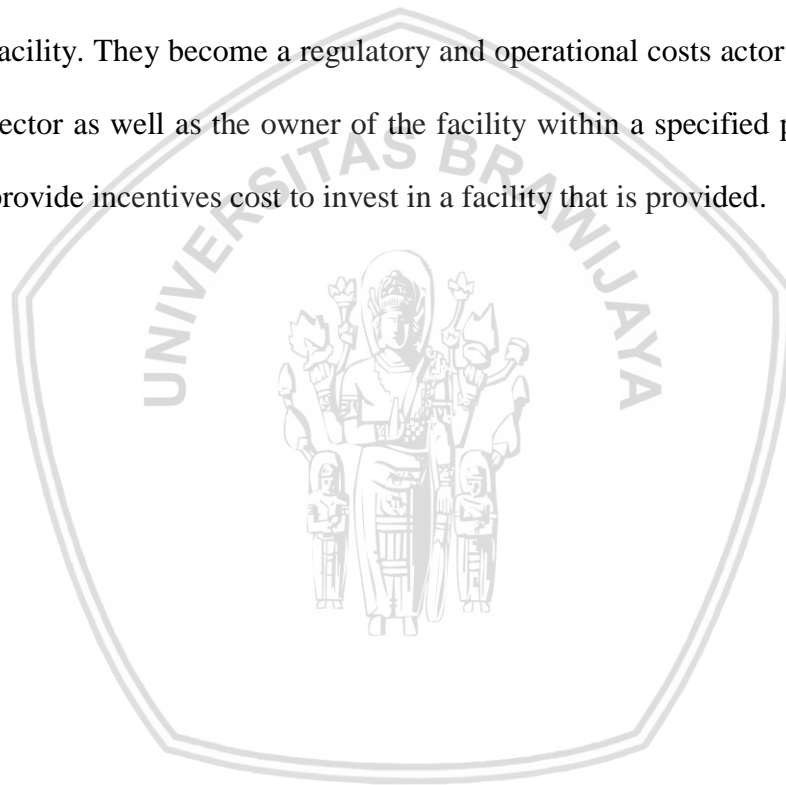
This model is implemented if the private sector as construction planners and funders in the provision of public facilities then operated in a certain period of time until they make a profit.

j. Buy-Build-Operate (BBO)

To generate revenue from public facilities, the government can sell its facilities to the private sector in a franchise that aims to renovate or expand the operations.

k. Build-Own-Operate (BOO)

The private sector as funders, builders, providers, and operator of a facility. They become a regulatory and operational costs actor. The private sector as well as the owner of the facility within a specified period which provide incentives cost to invest in a facility that is provided.



CHAPTER III

RESEARCH METHODS

A. Type of Research

The research used by the author is descriptive research with qualitative analysis. This type of problem-solving procedures that have been studied by exposing the data obtained from the observations were analyzed and interpreted literature with the conclusion.

This concurs with the statement delivered by Moleong (2007: 6), which explains that the purpose of descriptive writing is to describe the results of research in the form of words, images and not the numbers so which had collected is the key to what had been observed.

Meanwhile, according to a qualitative approach Pasolong (2012: 72) that the value of the changes that can not be expressed in numbers. Qualitative data is the data which are words or phrases, drawings, schematics, which yet become numbers. Agree with the statement, the researchers used a qualitative approach because researchers want to use in-depth study through direct observation and interviews with informants who can provide insight and can answer the problems that will be studied in this research.

B. Research Focus

The focus of research is the center of attention intending to limit the problems studied in order to avoid refraction in perceiving and assessing the problems examined. As stated by Moleong (2007: 7) that qualitative research requires the establishment of a limit in the focus of research on the basis of which arise as a problem in the study. This is due to several things: first, determine the limits of the double reality that then sharpen the focus. Second, the establishment can focus more closely linked by the interaction between research and focus. If the focus of research has determined it will be easy for researchers to find the data and the conclusion of the research conducted.

With the description above the research focus are:

1. Implementation of Adiwiyata program based on the local government and private partnerships in Malang City, including:
 - a. Roles and duties of each stakeholder in Implementation of Adiwiyata Program
 - b. Patterns and models of partnership
 - c. Implementation process of Adiwiyata program
2. Affecting factors of Implementation of Adiwiyata program based on the local government and private partnerships in Malang City, including:
 - a. Supporting factors
 - b. Inhibiting factors

C. Research Location and Site

The research location of this study is Malang City with research site is the Education Agency of Malang City, the Environment Agency of Malang City and *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ).

Selection of research site is because the Education Agency and the Environment Agency is a government agency who have role in handle Adiwiyata implementation and GIZ Program is private sector which partnering with the Malang Municipality in developing Adiwiyata program. With the holding of the research at this site site is expected to obtained research data in accordance with the formulation of the problem and focus research and actualization obtained data relating to the study.

D. Source and Type of Data

In this study researchers used qualitative data using purposive sampling technique. According Pasolong (2012: 107) sampling technique aims to withdraw samples used in a manner intentionally or point directly to people who are considered to represent the characteristics of the population. Users of this technique has always had certain considerations in the sample collection.

From the above it is included as a data source can be a person, event, document (things or objects) that can be used as a source of information and can provide the necessary data and information accordance with specified research focus.

In this research data sources used the following:

- a. Primary data is data obtained from sources or information directly related to the research, namely:
 1. Head of PNFI Division in the Education Agency whose in charge in the partnership.
 2. Head and Members of Environment Communication and Society Empowerment Division in the Environmental Agency whose in charge in the partnership.
 3. Technical Advisor WA3 Policy Advice for Environment and Climate Change of the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ).
 4. Lecturer from SMAN 7 Malang and SMKN 6 Malang.
- b. Secondary data is data that comes out of the words and actions of those who observed or interviewed. Secondary data is the data in this study support such as brochures, newsletters, and the data that is associated with research focus and problems.

E. Data Collection Techniques

According Sugiyono (2013: 224), the data collection is the most strategic step in the study, because the main purpose of research is to obtain data. The data collected in this study include: Data collection techniques that the author use is:

1. Interview

The interview is divided into two, that is deep-interview and interview. Deep interviews conducted and implemented to members of *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)* and the Head of Division in the Education Agency and the Environment Agency of Malang City that in charge in implementation of Adiwiyata. Meanwhile, interviews conducted if the in the deep interview the sources have not mastered interview questions.

2. Observation

Observations made during the interview and the time of the study. Observation is to observe events or circumstances that exist at the Education Agency, the Environment Agency of Malang City and *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*.

3. Documentation

The document is a record of events that have been passed. Document studies is complementary to the use of the method of observation and interviews in qualitative research.

F. Research Instrumens

In qualitative research, the researcher is a primary tool (instrument) of data collection, because researchers are humans and only humans can relate to the respondent or other objects, and be able to understand the link of realities on the ground. Therefore, researchers also participate in an

observation or participant observation (Moleong, 2007: 9). Meanwhile, according to Nasution (2003: 55) explains that there is no other option than making man the main research instrument in qualitative research, because everything does not have certainty, and still need to be developed further. So that only the researchers themselves as tools that can achieve it.

In the study, Moleong (2007: 169-172) suggests common characteristic of human as a research instrument, among other things:

a. Responsive

Humans as an instrument responsive to the environment and to the individuals who create the environment.

b. Adaptable

Humans as an instrument of almost unlimited can adapt to the circumstances and situation of data collection.

c. Emphasizes integrity

Humans as an instrument utilizing imagination and viewed the world as a whole, so as a sustainable context in which they view themselves and their lives as a something real, right, and have meaning.

d. Expansion of knowledge based

Humans as an instrument of this research have the ability to expand and enhance the knowledge based on practical experiences.

- e. Process the data as soon as possible

Other capabilities that exist in humans as an instrument is to process the data as soon as possible after obtaining, rearranging them, changing direction inquiry on the basis of their findings, to formulate working hypotheses while in the field, and test the working hypothesis at the respondents.

- f. Took the opportunity to clarify and summarize

Man as its instrument of accession has the ability to explain something that is poorly understood by the subject or the respondent.

- g. Utilizing the opportunity to seek unusual and idiosyncratic responses.

Humans have the same ability as an instrument to explore the information that is different from the other, which was not originally planned, which is not suspected in advance, or happened unusually.

G. Analysis Technique

According to Miles, Huberman and Saldana (2014: 31-33) in the analysis of qualitative data, there are three grooves activities occurring simultaneously. Activity in the data analysis, namely: Data Condensation, Data Display and Conclusion Drawing / Verification.

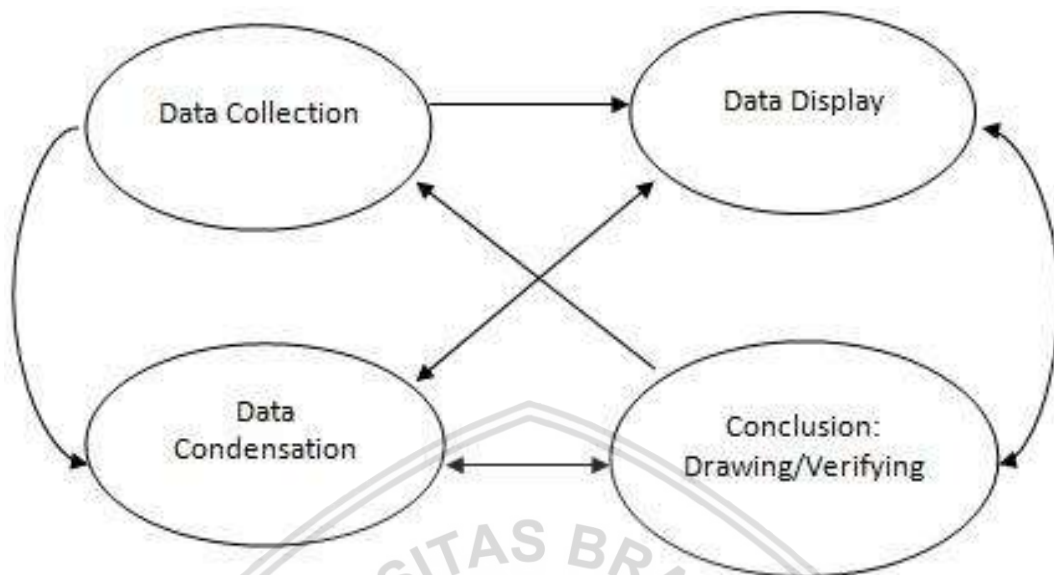


Figure 3.1 Interactive Model of Analysis Techniques

Source: Miles, Huberman and Saldana (2014:33)

Clearer explanation as follows:

1. Data Condensation

Data condensation refers to the process of selecting, simplifying, abstracts, or transforming data that is approaching the whole part of the field records in writing, interview transcripts, documents, and other empirical material.

2. Data Display

Data display is an organizing and pooling from the information that allows inference and action. Data display helps in understanding what is happening and to do something, including more in-depth analysis or take action based on understanding.

3. Conclusions Drawing/Verification

The third important analytical work is to draw conclusions and verification. From the beginning of data collection, a qualitative

analyzer start looking for the meaning of objects, noting the regularity of explanation, possible configurations, the flow of causation, and propositions. "Final" conclusions may not appear until the end of data collection, depending on the size of the sets in field notes, encoding, storage, and re-used search methods, skills of researchers, and the demands of funders.



CHAPTER IV

DISCUSSION

A. General Description of Research Locations and Sites

1. General Description of Malang City

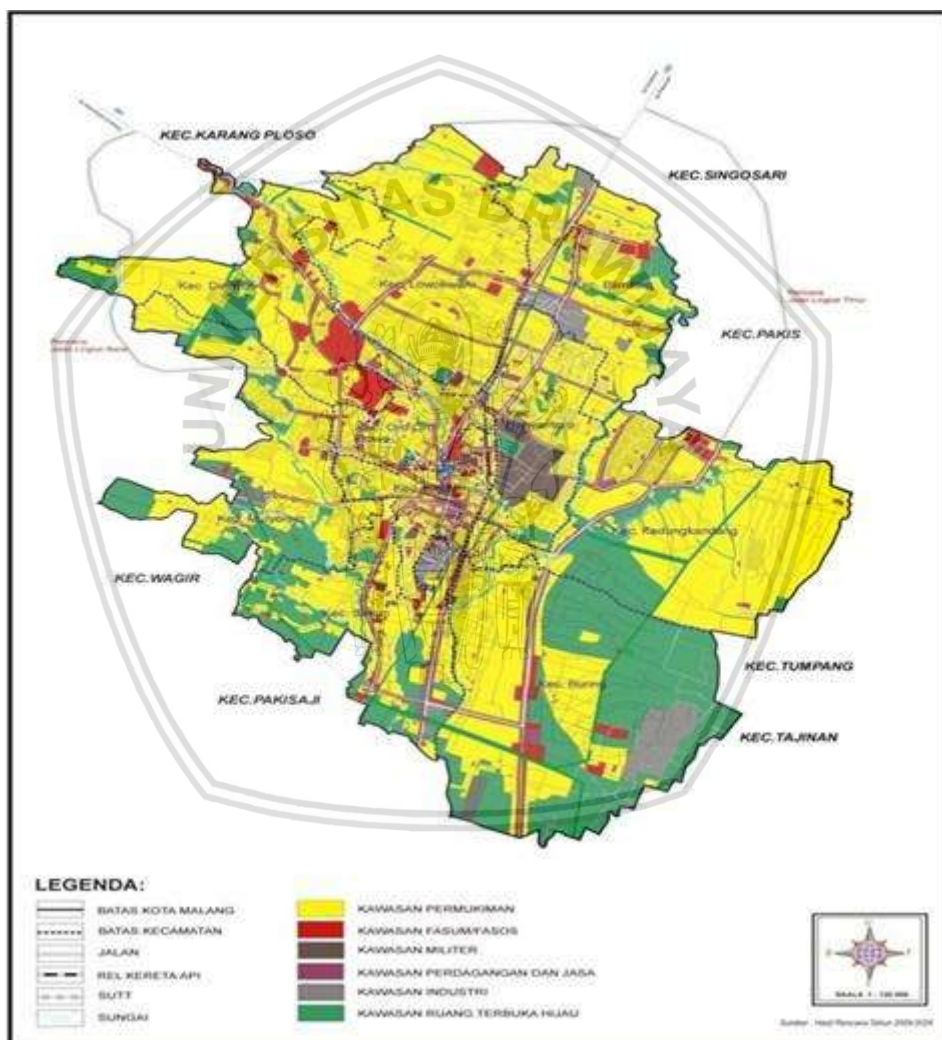


Figure 4.1 Administrative Map of Malang City

Source : *Status Lingkungan Hidup Daerah (SLHD)* of Malang City, 2015

Malang City is one of the cities in East Java Province, Indonesia, which is an autonomous region and the second largest city after Surabaya. Malang

City is a city that has a high altitude compared to other cities in East Java province, which lies at between 440-667 meters altitude above sea level and has an area of 11.00566 million ha which is administratively divided into 5 sub-districts and 57 villages and is also one of tourist destination in East Java because of the natural and climatic potential owned. Malang is a central section with boundaries as follows:

- a. North: Singosari and Karanglo District, Malang Regency
- b. East: Pakis and Tumpang District, Malang Regency
- c. South: Tajinan and Pakisaji District, Malang Regency
- d. West: Wagir and Dau District, Malang Regency

The slope of the area between 0-150, while the rivers that flow in Malang is the Brantas River, Bango River, River Metro and Amprong. Lowest area located in the Tlogowaru village, Lowokwaru District. Malang itself is also surrounded by mountains of Mount Arjuna in the north, Mount Semeru in the east, Mount Kawi and Panderman in the west, and Mount Kelud in the south. The 4 type of soil in Malang City, among others: Alluvial gray-black with an area of 6,910,267 ha, brown Mediterranean with an area of 1.12516 million ha, brown and gray latosol Association with extensive humus 1.76516 million ha. (Bappeda Kota Malang)

The soil structure is generally relatively well, but needs attention of soils andosol use who has the sensitive erosion. This andosol soil type is contained in the Lowokwaru District. Type of climate in Malang is a tropical climate, the average annual air temperature $22,8^{\circ}\text{C}$ until $25,2^{\circ}\text{C}$ while the maximum

temperature is $32,6^0$ C and the minimum temperature is $17,2^0$ C like most other regions in Indonesia. Malang have 2 seasons, rainy and dry seasons. The relatively high rainfall occurs in August with average humidity ranges from 70% - 80% with a maximum humidity is 97% and minimum is 32%. (*Bappeda Kota Malang*)

Malang City has his own vision and mission which can be explained by the symbols as follows:

- a. Red and white, the symbol of independence of the Republic of Indonesia, where red is a symbol of courage and a white symbol of purity and cleanliness
- b. Yellow, the symbol of nobility and greatness
- c. Green, a symbol of fertility, prosperity, hope, sustainability and eternity
- d. Light blue, the symbol of loyalty to the Almighty God, the homeland and the nation
- e. Motto "MALANG KUCECWARA", although short and solid yet it has expressive meaning, which is "Tuhan Yang Maha Esa menghancurkan yang bathil, menegakkan yang benar". (Almighty God destroy a false, upholding the right).

a. Vision of Malang City

To carry out long-term development Malang city addressing the challenges and opportunities facing the next 20 years by calculate the capital owned by Malang City, and the available strategy factors, so the development

vision of Malang City in the next 20 years as stated in the Region Long-Term Development Plan (RPJPD) of Malang City 2005-2025 are:

“Terwujudnya Kota Malang sebagai Kota Pendidikan yang berkualitas, Berbudaya, Berwawasan Lingkungan menuju Masyarakat Sejahtera”

(The realization of Malang as qualified Education City,

Cultured, Environmental Educated toward Welfare Society)

- a. Quality education city, meaning that the development of Malang City emphasis on the development of education in a very broad sense.
- b. Cultured, it means that the implementation of Malang Municipality functions in achieving the vision must keep promoting the values of divinity, human values and the values of social life (indigenous) through the development of education to anticipate the development of Malang City become metropolis city,
- c. Environmental Educated, meaning that the implementation of the construction still trying to preserve the nature and environment quality as well as the settlement of Malang City.
- d. Welfare means that the implementation of the construction are all aimed at improving the welfare of the people of the city, both materially and spiritually.

b. Mission of Malang City

In order to realize the vision of the Malang City, as contained in the Region Long-Term Development Plan (RPJPD) Malang City 2005-2025, Malang Municipality also carry out missions for the next 20 years of development. These missions are as follows:

- a. Making Malang City as a globally oriented education city with local wisdom.
- b. Realizing the qualified human resources by generalize, develop and utilization of cultured science and technology.
- c. Realizing conducive city environment as a qualified education city.

1.1. Environmental Quality Index (IKLH) of Malang City

Environmental Quality Index (IKLH) is a picture or an early indication that give a rapid conclusion of an environmental condition on the specific scope and period. IKLH function is support policy making or decision-making and better communication with the public. Malang city which have concerns about the environment are very interested to know the Environmental Quality Index in the region, it is a follow-on environment management in accordance with Law No. 32 of 2009 on Environmental Management. IKLH benefits are:

- Provide a general description of the achievement of management and control performance in the area LHK
- Evaluation material and follow up the implementation of the management and control of LHK next year.

Based on calculations that have been published by the Ministry of Environment and Forestry of the Republic of Indonesia on the Index of Environmental Quality (IKLH) of Malang City, where the calculation using Parameter of river water quality, air quality and forest cover Indicators, making a huge work in the short term to handled. In accordance with the results of the calculation of the Ministry of Environment and Forestry of the Republic of Indonesia, Malang get the value for the Water Pollution Index amounted to 56.67; 45.70 of Air Pollution Index and 82.29 of Forest Cover Index.

The condition of the river quality in the Malang City results of monitoring in 2015 was heavily influenced by the condition of the upstream of the river, dense settlements are located along the river and disposal practices of both liquid and solid industrial and residential. The condition of the air quality monitoring results in 2015 were still heavily influenced the number of vehicles, the burden of air pollution from industrial and residential incinerator. Forests cover conditions strongly influenced by land area and the amount of green open space. In this regard for environmental quality improvements related to water quality, air quality and increase forest cover as IKLH calculation indicators, need the support of the buffer zone and partnership with the community. The results are expected

by the stakeholders could synergize activities for the improvement of better environmental quality.

In 2015 had a population of 851.298 inhabitants with an area of 110.06 km², with Environmental Quality Index value of 63.63. IKLH index value indicates that the Environmental Quality in Malang City quite well.

1.2. Overview of Education Condition of Malang City

Here is the level of education participant population and the ability of the existing human resources and infrastructure. Total population by educational level can be seen in Figure 4.2 and 4.3.

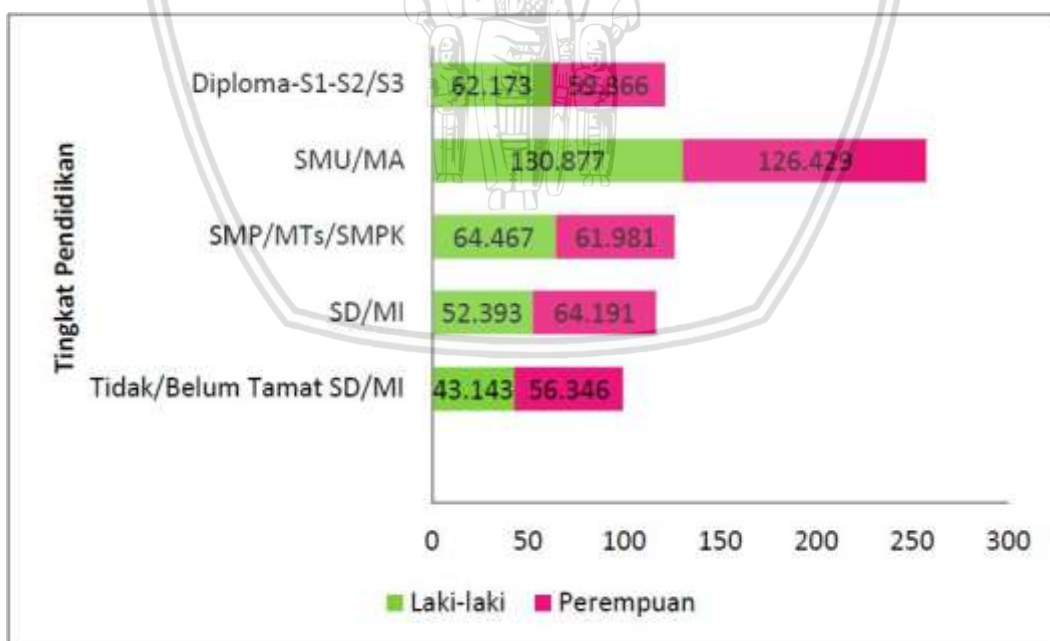


Figure 4.2. Total Population by Education Level in Malang City.

Source : *Status Lingkungan Hidup Daerah (SLHD)* of Malang City, 2015

The population of the Malang City by highest level of education is high school / MA with male gender is 34.33%. While the lowest number is S2 / S3 with the female gender is 8:23%. The higher the level of education attained by the population is expected to be better knowledge and awareness about environmental management. Until now, the Municipality continues to strive to provide environmental education through schools ranging from elementary to senior high.

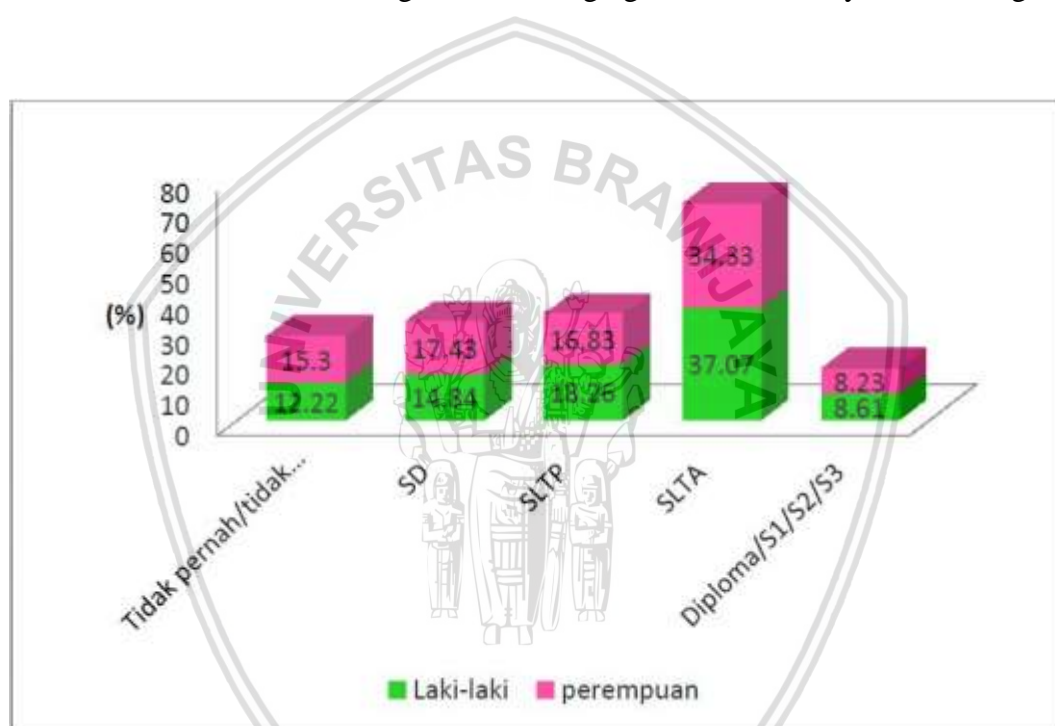


Figure 4.3. Percentage of Total Population by Education Level in Malang City

Source : *Status Lingkungan Hidup Daerah (SLHD)* of Malang City, 2015

The overall number of schools from kindergarten through high school is 899 units. Most schools number in the Lowokwaru subdistrict are 190 school units and the least was in Blimbing subdistrict are 165 school units. The level of preschool education in Klojen and Lowokwaru (73 units) had the greatest number

while the smallest is in Kedungkandang (60 units). Means SD/MI highest in Kedungkandang (77 units), and the smallest is Klojen (50 units).

SMP/MTs School facilities most in Klojen (31 units) and the lowest in Sukun (17 units). Means of SMA / MA is mostly used in Klojen (22 units) and the lowest in Sukun (6 units). Means of most vocational schools in the Lowokwaru Subdistrict (13 units) and the lowest in Kedungkandang Sudistrict (8 units). The existence of educational facilities are almost evenly distributed throughout the district are expected to provide convenience for residents in education, especially primary education.

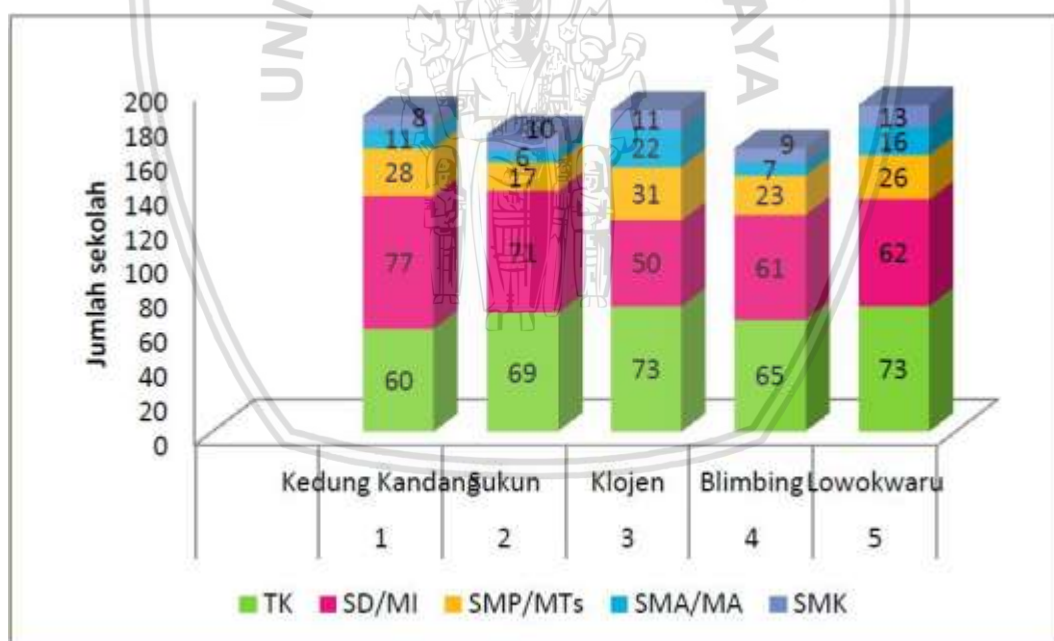


Figure 4.4. Total of Education Facility in Malang City

Source : *Status Lingkungan Hidup Daerah (SLHD)* of Malang City, 2015

2. General Description of Education Agency of Malang City

Malang City Education Agency has a fundamental duty to formulate and implement regional policies in the field of education in accordance with the policy of the Head of Malang City.

To carry out basic tasks, the Education Agency of Malang City has the following functions:

- a. Formulate and implement technical policies in the field of education.
- b. Formulate and implement strategic plans and work plans in the field of education.
- c. Campaign the implementation of the educational curriculum in accordance with the provisions of the legislation.
- d. Conduct the procurement and maintenance of facilities and infrastructure for early childhood, primary, secondary and non-formal education.
- e. Implement the institutional development of early childhood, primary, secondary and non-formal education.
- f. Implement and supervise the activities of non-formal education.
- g. Supervise the implementation of early childhood education, elementary education, secondary education and non-formal education.
- h. Conduct coaching and propose placement of functional education.
- i. Provide technical considerations licensing in the field of education.

- j. Grant and revoke licenses in the field of education within their authority.
- k. Establish the implementation calendar of education and the number of effective teaching hours per year for elementary, secondary, and non-formal education.
- l. Facilitate accreditation of educational institutions and certification of functional education competency.
- m. Implement socialization of student competence tests, learners and learning outcomes assessment nationally.
- n. Coordinate, facilitate, monitor, and evaluate the implementation of the national exam
- o. Facilitate international school organizers to apply the 8 (eight) SNP plus.
- p. Implement and monitor with cross-sectoral partnership to support the realization of international education.
- q. Implement the arts and sports fostering.
- r. Carry out and assist in the implementation of the Minimum Service Standards (SPM).
- s. Formulate and implement the Public Service Standards (SPP) to increase the percentage of Community Satisfaction Index (HPI).
- t. Manage public complaints in the field of education.

- u. Carry out general administration include program planning, management, administration, finance, personnel, housekeeping, equipment, public relations, library, and archives.
- v. Carry out other duties assigned by the head of the region.

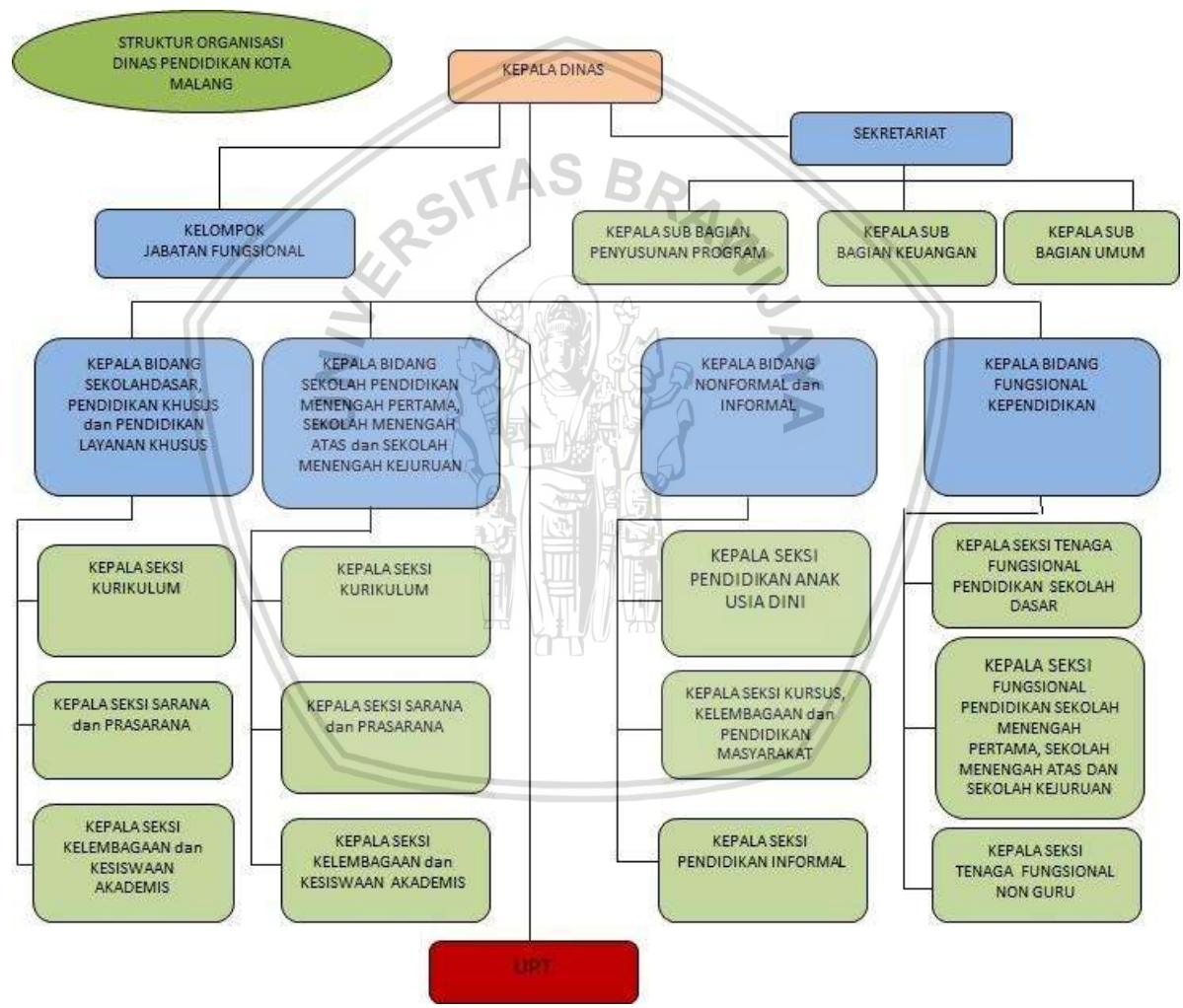


Figure 4.5. Organizational Structure of Education Agency of Malang City
 Sumber : Education Agency of Malang City, 2016

a. **Vission of Education Agency of Malang City**

The meaning of this vision is a distant view of the future, where and how the Environment Agency was taken in order to remain consistent and can exist, anticipatory, innovative and productive in their work.

Vision assigned it a overview about the desired future state, contains the goals and image to be created by the Education Agency of Malang which can be explained as follows:

“Terwujudnya Insan Kota Malang yang Cerdas. Bermartabat dan mampu bersaing di era global”

(The realization of the Malang Smart Personnel. Dignified and able to compete in the global era)

b. **Mission of Education Agency of Malang City**

The mission is something that should be implemented so that organizational goals can be achieved and managed properly in accordance with the vision that has been set. Given this mission, is expected to clarify the roles and programs as well as the results to be achieved at a time when time will come to all parties, both all employees and stakeholders with the Education Agency.

Having regard to the vision and associated with the applicable regulations, the Education Agency of Malang assign the following missions:

1. Realizing educated society based on spiritual values that are religious, tolerant and equal
2. Realizing Malang Education Quality and Affordable for Community
3. Realizing Quality of Governance and Education Services

3. General Description of Environmental Agency of Malang City

In the Rule of Malang City Mayor Number 36 Year 2012 on Principal Duties, Function and Administration of the Environment Agency, the Environment Agency is carrying out most of the housekeeping area that has the main task as the Regional Technical Institute in the Field of Environment is responsible to the mayor through regional Secretary to carry out the development and implementation areas that are specific areas of environmental and natural resource management.

To carry out basic tasks, the Environment Agency has the following functions:

- a. formulation of technical policy in the environmental field;
- b. the preparation and implementation of the Strategic Plan (Renstra) and Action Plans (Renja) in the environmental field;
- c. coordination in the preparation and evaluation of programs in the field of environmental impacts control and conservation of natural resources;

- d. coordination and implementation of surveillance and monitoring in the field of environmental impacts control and conservation of natural resources;
- e. implementation of activities in the field of fee collection;
- f. provision of technical considerations licensing in the field of environmental and natural resource management;
- g. granting and revoking licenses in the field of environmental and natural resource management;
- h. implementation of environmental impact assessments;
- i. empowering institutional capacities in the environmental field;
- j. the development of public awareness in the field of environmental control;
- k. develop environment information system;
- l. the implementation of the criminal investigation of environmental violations in accordance with the provisions of the legislation;
- m. public administration management includes program planning, management, administration, finance, personnel, housekeeping, equipment, public relations, library and archives;
- n. the implementation of the Minimum Service Standards (SPM);
- o. the preparation and implementation of Public Service Standards (SPP);



- p. facilitating the implementation of the measurement of Community Satisfaction Index (HPI) and/or the execution of customer periodically poll that aims to improve the quality of services;
- q. management of public complaints in the field of environmental and natural resource management;
- r. delivery of development results data and other information related to regular public services through the web site of Local Government;
- s. implementation unit and functional;
- t. empowerment and development of functional positions;
- u. evaluating and reporting the implementation of the basic tasks and functions;
- v. execution of other duties assigned by the Mayor based on the duties and functions.

For the time being form-shaped organizational structure of the Agency. Environment Agency of Malang City has sufficient human resources both in terms of education level and operational capabilities / technical implementation. The organizational structure of the Environment Agency Malang can be seen in Figure 4.6 below:

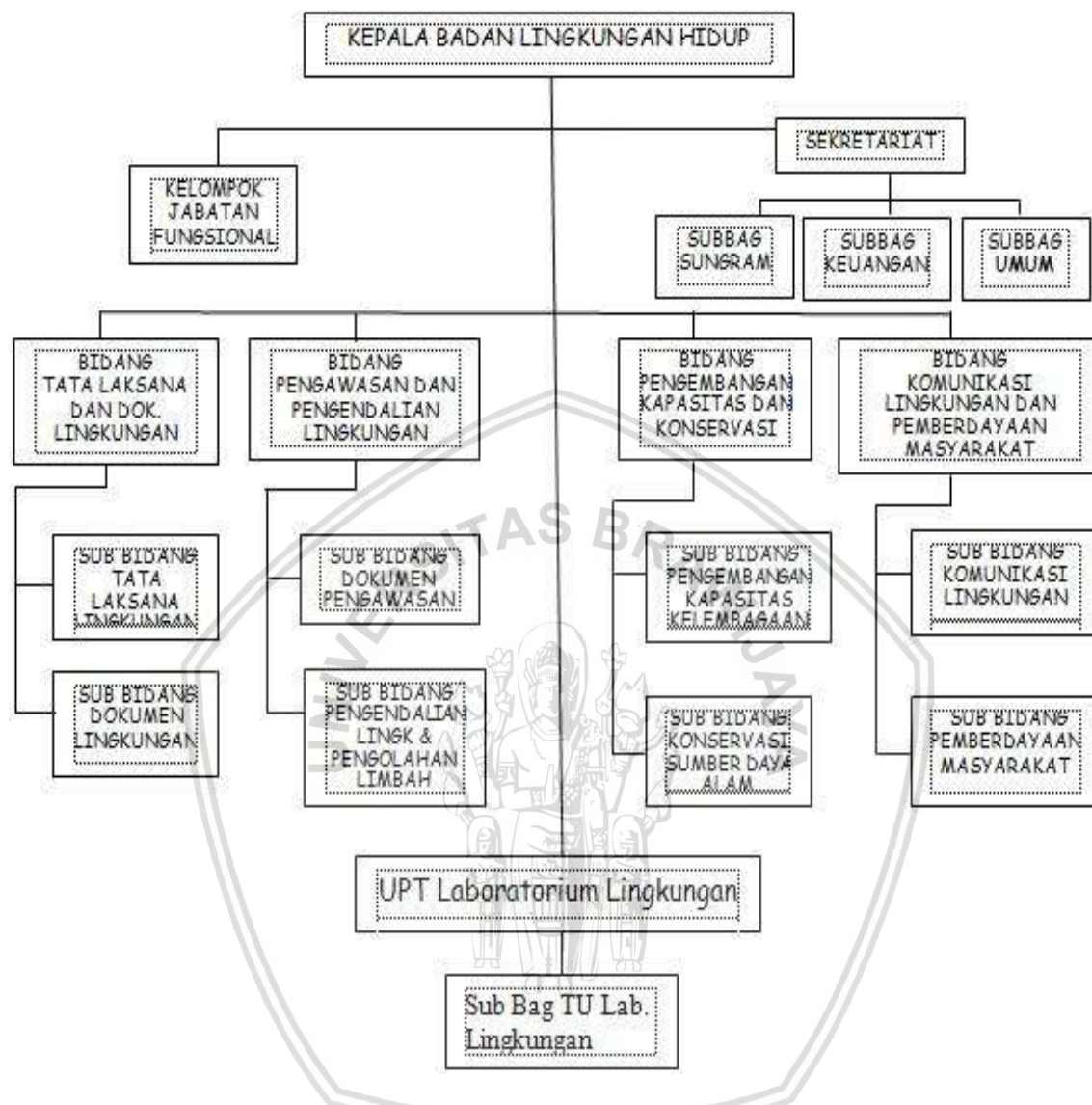


Figure 4.6. Organizational Structure of Environment Agency of Malang City
 Source : *Rencana Strategis Kota Malang 2014-2018*

Number of human resources in Environment Agency of Malang City can be seen in Figure Table 4.1 below:

Table 4.1. Number of Human Resources in Environment Agency of Malang City

CATEG.	EDUCATION LEVEL					
	S2	S1	DIPLOMA	SLTA	SLTP	SD
IVc		1	-	-	-	-
IV/b	1	-	-	-	-	-
IV/a	8	2	-	-	-	-
III/d	1	7	-	-	-	-
III/c	1	-	-	-	-	-
III/b	-	1	-	3	-	-
III/a	-	2	-	1	-	-
II/d	-	-	-	1	-	-
II/c	-	-	-	-	-	-
II/b	-	-	-	4	1	-
II/a	-	-	-	1	1	-
TOTAL	11	13	-	10	1	-
TOTAL	35					

Source: Environment Agency of Malang City, 2015.

a. Vision of Environment Agency of Malang City

The meaning of this vision is a distant view of the future, where and how the Environment Agency was taken in order to remain consistent and can exist, anticipatory, innovative and productive in their work.

Vision assigned it a figure about the desired future state, contains the goals and image to be created by the Environment Agency which can be explained as follows:

***” Terwujudnya Pengelolaan, Pelestarian dan Pengendalian Perusakan
Lingkungan Hidup di Kota Malang ”***

(Realization of the Management, Conservation and Control of
Environmental Destruction in Malang)

b. Mission of Environment Agency of Malang City

The mission is something that should be implemented so that organizational goals can be achieved and managed properly in accordance with the vision that has been set. Given this mission, is expected to clarify the roles and programs as well as the results to be achieved at a time when time will come to all parties, both all employees and stakeholders with the Environment Agency.

Having regard to the vision and associated with the applicable regulations in the improvement of Apparatus Resource Development System Management for Local Government Organisation that is effective, efficient and optimal, then the Environment Agency of Malang City assign the following missions:

1. Improve the performance of the role of government agencies in environmental management efforts;
2. Improve control of natural resource use as well as efforts to restore reserves of natural resources;
3. Increase awareness and community care in the preservation of the environment;
4. Increase efforts to control environmental pollution.

4. General Description of *Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)*

Indonesia is a priority partner country of German international partnership. Technical partnership with Indonesia began in 1958. Based on the assignment by the Federal Ministry for Economic Partnership and Development (BMZ), GIZ working in Indonesia since 1975 and since then it has offices in Jakarta. Among other assignor is the German Federal Ministry of Environment, Ministry of Foreign Affairs of Germany and the European Union. The number of staff GIZ in Indonesia altogether approximately 350 people, among them 50 foreign employees, 260 employees nationwide, 22 development advisors and 13 expert CIM.

Indonesia is a state of transition. Although since 2007 Indonesia, including middle-income countries (middle income country), but there is inequality between regions is very large: Figurean large cities with a modern shopping center which is in contrast to the rural areas that are still lagging behind. Indonesia is a member of the Group of 20 Major Economies (G20) countries-developed and developing countries which play a role that continues to grow. Indonesia Jakarta as the capital city is the seat of the Secretariat of the Association of Southeast Asian Nations (Association of Southeast Asian Nations, ASEAN). Based on its regional weight this country is a global development partner of BMZ.

At the intergovernmental negotiations in November 2013 by the Indonesian government agreed to concentrate development partnership on three of gravity:

1. Energy and climate change
2. Inclusive growth to reach the wider community
3. Good governance and global

networking **a. Vision**

“We are the world's leading provider of international partnership for sustainable development services”.

b. Mission Statement

1. We manage change.

We work holistically, draw on extensive implementation experience and share responsibility for Achieving objectives with our partners.

2. We provide know-how.

Our services are built on a wealth of regional and technical competence and tried and tested management expertise.

3. We develop solutions.

We use our wide range of instruments and networks flexibly and innovatively to create value for our commissioning parties and to empower people to shape their own development processes.

4. We act as an intermediary.

Our core competencies include balancing diverse interests in sensitive Contexts and providing entry points for the private sector and civil society.

5. We are value-driven.

As a federally owned enterprise, we are guided by the principles of our social order, act in the interests of Germany and, first and foremost, support the development policy of the German Government.

6. We advise policymakers.

At home and abroad, we help decision-makers accomplish their political objectives.

7. We secure results.

Our work is about producing results in a transparent, efficient and partneroriented way and in line with good commercial practice.

8. We are a global player.

Decentralised structures, intercultural competence and a highly professional workforce are the factors that fuel our success.



B. Data Presentation

1. Implementation of Adiwiyata Program Based on The Local

Government and Private Partnership in Malang City

a. Roles and Duties of Each Stakeholder

In this partnership, GIZ offers a PAKLIM program with a device called Ecomapping that can later be applied in Adiwiyata program. The following explanation is from Ms. Tita as Technical Advisor WA3 Policy Advice for Environment and Climate Change GIZ GmbH on Ecomapping and the benefits for school community:

“Ecomapping itu sendiri adalah sistem atau alat, jadi seperti Focus Group Discussion, kita menentukan sesuatu dari proses kolaborasi, yang kita garis bawah disini adalah partisipatorinya, jadi Adiwiyata itu kan tujuannya agar para siswa lebih peduli pada isu-isu lingkungan, tapi gimana siswa itu mau peduli lingkungan kalau masih ditentukan oleh guru berarti itu kan mereka peduli karena perintah bukan karena nurani. Kalau kamu mau orang peduli kamu harus mengajak, jadi disini kita masuk bukan melalui guru tapi langsung pada siswanya, siswa itu langsung yang melakukan ecomapping, siswa yang menemukan masalah yang ada di sekolah, lalu mencari solusinya, merumuskan goal, dan siswa itu sendiri yang melakukan atau eksekusi dari solusi tersebut bukan office boy atau yang lainnya. kita itu di sekolah cuma berapa jam sih, sedangkan peduli lingkungan itu gak hanya di sekolah gak hanya didepan guru, makanya kita harus menciptakan kesadaran itu biar mereka peduli lingkungan gak cuma di sekolah.”

"Ecomapping itself is a system or tools, so as Focus Group Discussion, we determine something from a collaborative process, the participation is that we underlined here, so the Adiwiyata goal is that the students were more concerned about environmental issues, but how students willing to care for the environment if they are determined by the teacher, means that they care for the command is not because of conscience. If you want people to care about you should persuade, so here we enter not by the teachers but directly to the students, the students was immediately doing ecomapping, students find the problems that exist in the schools, and then find a solution, formulate goals, and the students themselves who do or execute of these solutions, is not an office boy or the other. we were at school just

in how many hours anyway, whereas care for the environment was not only in schools not only in front of teachers, so we have to create awareness that let them care for the environment not only in the school. "(Inspired 27 Garage Malang, May 20, 2016, At 13:26 WIB)

Malang Municipality own working procedures and the division of teams in Adiwiyata program is set up and were specified clearly in the Mayor's decision, among other things:

1. Assessment Team
2. CoachTeam
3. Executive Team

Working Procedures and Team is contained in Malang City Mayor Decision attachment No. 188.45/5/35.73.112/2016, Malang City Mayor Decision No. 188.45/6/35.73.112/2016, and Malang City Mayor Decision No. 188.45/7/35.73.112/2016.

Roles and tasks of Assesment Team contained in Malang City Mayor Decision attachment No. 188.45 /5/35.73.112/2016 Second dictum that in this case the Mayor and Deputy Mayor as a Leader and Vice Leader of Director Team while the Environment Agency and the Education Agency of Malang City as Leader and Vice Leader of the Executive team.

Assessment Team has the task as follows:

Carry out the selection of care and cultured environment school 2016 in elementary, middle, and high school / vocational school as well as both state and private, and Madrasah Ibtidaiyah, Tsanawiyah and Aliyah that proposed by Malang **Municipality** with four (4) components are defined as follows:

- a. Environmental policy;
- b. Implementation of environmentally based curriculum;
- c. Participatory-based environment activity-;
- d. Management of environmentally friendly supporting means

As well as eight (8) ratings assigned, as follows:

- a. Unit Level Curriculum (KTSP) contains environmental protection and management;
- b. School Budget and Activity Plan (RKAS) contains the program for the protection and management of the environment;
- c. Teachers have competence in developing environmental learning activities;
- d. Learners perform learning activities on the protection and management of the environment;
- e. Implement planned protection and management activities for School residents;
- f. Establish a partnership in environmental protection and management of the various stakeholders (community, government, private sector and media);
- g. Availability of supporting infrastructure that are environmentally friendly;
- h. Improving the quality of facilities and infrastructure management that are environmentally friendly in the school;

Roles and tasks of Coach Team contained in Malang City Mayor Decision attachment No. 188.45/6/35.73.112/2016 Second dictum that in this case the Mayor and Deputy Mayor as a Leader and Vice Leader of Director Team while the Environment Agency and the Education Agency of Malang City as Leader and Vice Leader of the Executive team.

Coach Team has the task as follows:

- a. Socialization Adiwiyata guidelines;
- b. Perform technical guidance to the school;
- c. Establishment of a model school / pilot at least four (4) schools, each 1 (one) school at every level of education each year;
- d. Assistance to schools;
- e. Monitoring and evaluation of the program; and
- f. Statements coaching.

Roles and tasks of Executive Team contained in Malang City Mayor Decision attachment No. 188.45/7/35.73.112/2016 Second dictum that in this case the Mayor and Deputy Mayor as Leader and Vice Leader of Director Team while the Environment Agency Malang and Head of Environmental Communication and Community Empowerment Division of Environmental Agency as Leader and Vice Leader of the Executive team.

Executive Team has the task as follows:

- a. Develop or implement activities to improve public education and communication in the State Level of Environmental Field;
- b. Coordinate activities to increase public education and communication in the State Level Environmental Sector;
- c. Establish School award Adiwiyata State Level;
- d. Implement evaluation and reporting Adiwiyata progress rate to the City Mayor

Each partner has a shared responsibility to achieve common goals. In order to achieve these goals in partnership agreement between the Environmental Agency and the Education Agency Malang and GIZ have detailed the role and duties of each party in the PAKLIM program in Adiwiyata program activities. The roles and tasks include:

a) Education Agency of Malang City will:

- Facilitate communication between PAKLIM and schools (Pilot school and disseminated school);
- Provide administrative and logistical support (such as providing a place/space for training or discussion, provide and send invitations invitation) as required;

- Appoint major staff to realize common goals (including to attend all meetings/workshops/discussion and reporting their activities to a supervisor who was appointed in the field of work).

b) Environmental Agency of Malang City will:

- Facilitate communication between PAKLIM with other networks (school, local NGOs, etc.) As seemed necessary.
- Provide administrative and logistical support (such as providing a place / space for training or discussion, provide and send invitations) as required;
- Appoint major staff to realize common goals (including to attend all meetings/workshops/discussion and reporting their activities to a supervisor who was appointed in the field of work).
- Provide technical support in the database trials activities (including preparation, workshops, selection process, monitoring and evaluation, in addition to presenting the awards to the winners of the school)

c) GIZ will:

- Provision of non-cash support for the agreed activities, including such things as the following:
 - Provide capacity development activities (such as training, workshops, discussions)

- Provide logistical support (such as meeting packages for training / workshops / discussion, printing materials, stationeries) as required
- Appoint a special adviser as the liaison to support the objectives of the activities in Malang.

In the practice GIZ act more as a technical support and Malang Municipality role as supporter of resources, among other facilities and personnel. This is made clear by the explanation that researchers obtain from Ms. Tita as Technical Advisor WA3 Policy Advice for Environment and Climate Change GIZ GmbH stating that GIZ supports on the technique, so GIZ support what is needed by a program previously owned by BLH and the Education Agency, so we do not move separately. (Inspired 27 Garage Malang, May 20, 2016, at 13:26 WIB)

A similar opinion was also expressed by Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City:

".....kalau disini kita tunggu permintaan dari GIZ, mereka butuh didampingi kita akan kirim personil, jadi kita tidak boleh bergerak sendiri, ada beberapa acara atau agenda khusus yang dibuat oleh GIZ, kalau mereka mau bergerak mereka juga bilang ke kita dulu, karena harus mencocokkan jadwal dulu, misalkan di Sekolah sudah punya acara sebelumnya ya berarti harus diundur atau bisa juga dimajukan."

".....we are waiting for a request from GIZ, we will send personnel if they need to be accompanied, so we can not move on our own, there are some events or special agenda made by GIZ, if they want to move they tell to us first, because we have to match the schedule first, for example in school already has a previous occasion it means our agenda have to be postponed or can be forwarded. "(Education agency of Malang City, July 5, 2016, at 14. 13 WIB)

This partnership is not accompanied by the transfer of risk and is not a party to allocate more than the other party, this partnership is based on the desire to help one another and share the competence, so that no one party that holds the greater risk or greater responsibility than the other party, responsibility and risks are distributed evenly to each parties. Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency of Malang City give statement as follows:

“Sebenarnya pembagian resiko dalam kerjasama ini lebih kepada pembagian tanggung jawab atau murni partisipasi tanpa adanya sharing dana, bukan ke tanggung jawab material, pendanaan atau modal. Dan pembagian tanggung jawab adalah hanya sekedar mengerjakan kewajiban atau tugas kita masing-masing. Disini BLH bertanggung jawab dalam proses pembelajaran dan Dinas Pendidikan lebih kepada obyeknya (masyarakat sekolah). Dan untuk resiko bersama atau resiko kegiatan, ada kemungkinan kita tidak bisa mencapai tujuan dari ecomapping tersebut. Ada kemungkinan data itu tercapai karena tidak mencerminkan sebuah kota. Karena data yang kita peroleh hanya sedikit yaitu hanya 12 sekolah padahal jumlah sekolah di Malang ada sekitar 500 lebih sekolah, jadi kalau mengukur Kota Malang hanya dari 12 sekolah ada kemungkinan data tersebut menjadi tidak Valid. Justru itu kita akan menindak lanjuti dengan cara pertemuan atau pelatihan-pelatihan supaya mereka bisa meniru apa yang sudah BLH lakukan untuk dilakukan bersama-sama.”

"Actually, risk allocation in this partnership refers to the allocation of responsibility or pure participation without sharing funds and there is no material responsibility, funding or capital. And the allocation of responsibility is only working our obligations or tasks. BLH has responsibility in the learning process and the Education agency refers to the object (public school). And for joint risk or risk of activity, there is a possibility that we can not achieve the objectives of the ecomapping result. There is a possibility that the data is achieved because not reflect a whole city. Because the data that we get just a little bit at only 12 schools while the number of schools in Malang there are about 500 more schools, so that if we measure Malang only from 12 schools there is a possibility that data becomes not valid. We will follow up with meeting or training so that they

can replicate what has been done by BLH and to do together." (Environmental Agency of Malang City, July 22, 2016, at 09:12 WIB)

From those statements it can be seen that there is no transfer of risk in this partnership, each party is responsible for the risks of each, that are not achieving the objectives of the program because the sample size is still small.

Table 4.2. Roles and Duties of Each Stakeholders

No.	Stakeholder	Roles	Duties
1.	Education Agency	Administrative Support	<ul style="list-style-type: none"> • Facilitate communication between PAKLIM and schools • Provide administrative and logistical support • Appoint major staff to realize common goals
2.	Environmental Agency	Administrative and Technical Support	<ul style="list-style-type: none"> • Facilitate communication between PAKLIM with other networks • Provide administrative and logistical support • Appoint major staff to realize common goals • Provide technical support in the database trials activities
3.	GIZ	Non-Cash Support	<ul style="list-style-type: none"> • Provide capacity development activities (such as training, workshops, discussions) • Provide logistical support (such as meeting packages for training / workshops / discussion, printing materials, stationeries) as required • Appoint a special adviser as the liaison to support the objectives of the activities in Malang.

Source: Partnership Agreement Between Education Agency, Environmental Agency and GIZ (processed by researchers), 2016.

b. Patterns and Models of Partnership

1) Background

Education in the broad sense can be conducted in many ways, including integrating climate change issues in school curricula, climate change activities in schools day-to-day life as well as involvement of communities - including women and youth groups (scouts) - in mitigation/adaptation activities through a green (school) concept. Climate change issues should be integrated into the day-to-day life, materializing in out-of-class activities. Such activities may encompass at the one hand environmental audits (Ecomapping) that are conducted by the students as integral part of normal subjects, and on the other hand, parallel, Climate Change issues that are integrated into Curriculum implementation at the ground level.

Even further, as part of the preparation for the expansion of activities, one of the premier schools in Malang will be the pilot school. As well as the main aspects of learning and teaching, many other aspects that play an important role for the strategy of a school, and not just limited aspects related to the environment (including climate change), sustainable development, gender equality and community involvement, but also the health of students, students safety and third-party safety, security, social responsibility, and so on. A framework for schools such reference would include basic things simplified from an Integrated Management System, which includes some or whole of the components of a school into one coherent system to enable the achievement of its goals and mission.

Here is the Figure of partnership agreement signed by the three parties. Consisting of GIZ, Malang City Education Agency and the Environmental Agency of Malang City:



Figure 4.7. The signing of the Partnership Agreement by GIZ, Education Agency of Malang City, and the Environment Agency of Malang City.
Source: Environmental Agency of Malang City, 2016.

In order to strengthen the regional network in Malang, Policy Advice for Environment and Climate Change (PAKLIM) and Education Agency and Environmental Agency Malang City will carry out the activities concerned.

The PAKLIM programme (Policy Advice for Environment and Climate Change) supports the Indonesian Government in planning and implementing its climate strategies. PAKLIM consists of four components:

- a) **Climate policy advice at national level:** The programme is helping to improve the policy framework for the introduction of climate protection measures. This includes developing and introducing national strategies for

climate change adaptation and GHG reduction. Support is also given for the creation of an internationally recognised measurement, reporting and verification (MRV) system, and for the conceptual development of new business and financial incentives.

- b) GHG reduction and adaptation to climate change in provinces and cities:** The programme is assisting Indonesian municipalities in designing and implementing efficient models for reducing emissions. Climate change action plans are being developed and funding is being made available to realise them.
- c) GHG reduction and improved energy efficiency in industry:** The programme is initiating new networks and strengthening existing partnerships with private industry, private-sector associations and chambers of commerce. It promotes the mutually supportive collaboration with private industry using a number of different financing mechanisms, such as development partnerships with the private sector, as well as through the preparation of nationally appropriate mitigation actions, or NAMAs.
- d) Environmental/climate education:** Climate change cannot be curbed through legislation alone. A change in mindset has to be initiated throughout the entire population, notably the younger generation. Since early 2013 the programme has been supporting the introduction of a Green School concept. Pilot projects are to be planned and implemented in schools that play a role in achieving Indonesia's CO₂ reduction targets.

These pilot projects are to be included in the curricula and modules are to be developed for use in the classroom and for continued professional training for teachers on subjects such as energy efficiency, renewable energies and sustainable development. Equal importance is placed on involving local authorities and supporting dialogue between schools and local authorities.

PAKLIM aims to provide proven models and structures for the implementation and dissemination of mitigation and adaptation measures, such as:

- Economic instruments and fiscal incentives/disincentives to get private actors engaged
- Innovative funding for mitigation and adaptation measures
- Mainstreaming of voluntary partnership agreements and development partnerships in energy-intensive industries
- Support of climate-friendly school and youth initiatives
- Development of reference scenarios and tools for measurement, reporting and verification

On behalf of the German Federal Ministry for Economic Partnership and Development (BMZ), the *Deutsche Gesellschaft für Internationale Zusammenarbeit* (GIZ) GmbH assists the Indonesian Government its goals through Policy Advice for Environment and Climate Change (PAKLIM) Programme. The political Counterpart is the Indonesian Ministry of National

Development Planning/BAPPENAS. The GIZ works closely with the Ministry of Environment and Forestry (KLHK), the Ministry of National Development Planning (Bappenas), the Ministry of Industry, the Ministry of Home Affairs, the Ministry of Education and Culture (Kemendikbud), the Ministry of Energy and Mineral Resources as well as cooperating provincial- and city-level governments in Central Java, Yogyakarta, and East Java.

The first phase of PAKLIM programme started in 2009 and was concluded in January 2013. It was structured along the three areas of National Policy Advice, Climate Change in Cities and Urban Areas and Climate Change in Industry and Industrial Estates and helped to develop the national policy framework for climate change mitigation and adaptation.

On the national level the programme supported the development of a concept for nationally appropriate mitigation actions, and based on that, the national action plan for GHG-mitigation (RAN-GRK) as well as a guideline for local mitigation action plans (RAD-GRK). Based on these action plans the ministries currently develop sectoral mitigation policies in 33 provinces. On the local level, the programme supported the development of locally adapted action plans for mitigation and adaptation in partnership with 17 districts and municipalities in East and Central Java. These plans provide GHG-emission scenarios and recommendations for feasible, locally appropriate measures.

The first phase of PAKLIM also focused on the integration of the private sector into the national mitigation activities. It supported voluntary partnerships of private sector actors with the ministry of Industry. In the cement sector a

cooperative task force is already in place to negotiate the details of such an agreement. To get a clear picture of the needs and ideas of private sector actors, a study has been conducted, collecting the necessary or desired sponsorship by the ministry for industrial actors. An important step towards a closer collaboration between the government and the private sector has been achieved with the signing of a partnership agreement with the Indonesian chamber of commerce KADIN.

The second phase of PAKLIM aims at the implementation and dissemination of the action plans at hand. It will sustain current activities and will apply a three-level-approach, by focusing stronger on the inter-linkage of the actions of the national and the local on the provincial level. Thereby it enhances the range of stakeholders and the local adaptation of national ideas and at the same time pushes the dissemination of best practices developed at the local level.

The biggest novelty is the introduction of a new work area Climate Education and Awareness, as the experience of the first phase of PAKLIM has shown that there is genuine lack of understanding for the reasons as well as the impact of climate change in Indonesia. Climate Education and Awareness Work area will therefore reach out to the Indonesian youth via school- and youth initiatives to raise the awareness of the next generation for the high importance of the climate and the environment for their personal life and the future development of their nation. Mrs. Maya as Technical Advisor Policy Advice for Environment and Climates Change GIZ GmbH explain:

“.....pada awalnya PAKLIM ini hanya terdiri dari 2 (dua) working area, WA 1 mitigasi iklim di level provinsi dan WA 2 di Private Sector, lalu GIZ menemukan kesulitan karena kurangnya informasi dan kesadaran

akan dampak perubahan iklim di Indonesia, pada akhirnya lahir WA 3 yang memulai dari generasi muda untuk memberi kesadaran dan pengertian dari dampak perubahan iklim, yang sekaligus mempermudah pekerjaan di WA 1 dan WA 2.”

".....originally PAKLIM consists of only two (2) working area, WA 1 climate mitigation at the provincial level and WA 2 in the Private Sector, and GIZ found obstacles because of the lack of information and awareness of the impacts of climate change in Indonesia, eventually formed WA 3 starting from young people to give awareness and understanding of the climate change impact, which also makes it easy to work in WA 1 and WA 2 "(SMAN 7 Malang, November 22, 2016, 11:04 WIB)

The project intends to enable national, provincial and municipality governments to develop and implement mitigation and adaptation strategies, to pursue the national goal to reduce Indonesia's GHG-emissions by at least 26% by 2020 (compared to a business-as-usual scenario).

A reduction of greenhouse gas emissions through energy-efficient technologies and a shift from fossil fuels towards cleaner energies will not only have long-term positive impacts on the environment. It will also directly improve people's overall quality of life. Subsequent impacts of such a climate change strategy implies benefits such as a reduction of poverty due to improved water and food security, or new job opportunities and comfortable working conditions due to a stable economy with improved production and product quality.

All PAKLIM activities strive to help realizing these benefits and aim at creating sustainable win-win solutions for all stakeholders. The project also puts a special focus on encouragement of gender mainstreaming by applying the principle of gender equality in all stages, such as: access, participation, control and benefit into the activities of every working area and on all project levels.

Due to its multi-stakeholders approach PAKLIM is organized along 3 work areas:

1. Climate Mitigation Policy Advice

- Implement climate mitigation action plans and disseminate best practices on the provincial level.
- Support Nama development and setup of a MRV system.

2. Industries and Industrial Estates

- Integrate private sector actors into mitigation actions, foster voluntary partnership and development partnership.

3. Climate Education and Awareness

- Raise Awareness for the reason and impact of climate change in the Indonesian youth.

This partnership is essentially the obligations derived from the central government responded Agreement between GIZ, Ministry of Environment and Ministry of National Education, Local Government is required to conduct similar partnership at the regional level with related agencies in Local Government . Collective agreements readapted and redefined based on the circumstances in the area. This was confirmed by interviews conducted by researchers with Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication

and Public Empowerment Division of Environmental Agency Malang City that give a statement as follows:

"....mekanisme kerjasama tersebut sudah ada MOU-nya di level pusat, dan MOU tersebut bersifat mengikat pemerintah daerah. Pada dasarnya MOU tersebut juga sebagai payung hukum pemerintah daerah maupun GIZ untuk bertindak berdasarkan MOU. Disini (Kota Malang) Badan Lingkungan Hidup Kota Malang, Dinas Pendidikan Kota Malang dan disupport langsung oleh GIZ membentuk sebuah perjanjian kerjasama di tingkat daerah untuk menerapkan dan mensosialisasikan ecomapping di 3 sekolah pilot dan 9 sekolah diseminasi atau sekolah terdampak. Diharapkan kita (pemerintah Kota Malang) menjadi media untuk dapat melanjutkan metode pembelajaran kurikulum lingkungan hidup ini yang selaras dengan kurikulum 2013. BLH Kota Malang sendiri Ingin mengadopsi metode pembelajaran yang efisien dan optimal dalam mengadopsi dan menerapkan kebijakan kurikulum pendidikan yang berkaitan dengan lingkungan hidup, dalam hal ini GIZ menawarkan metode pembelajaran ecomapping, ecomapping ini adalah salah satu metode yang sudah dipatenkan dan sudah diuji cobakan, dan bisa kita terapkan pada sekolah sekolah di Indonesia maupun Kota Malang."

"....the existing mechanisms of partnership based on MOU at the central level, and it is become responsibility for local government. Basically the MOU as well as the legal prove for the local government and GIZ to act based on the MOU. Environment Agency of Malang City, Education Agency of Malang City and supported directly by GIZ to form a partnership agreement at the local level to implement and disseminate ecomapping in three pilot schools and 9 dissemination schools or affected schools. We expected we become into the media that able to continue environmental curriculum learning method that was aligned with the curriculum 2013 itself. Environmental Agency itself want to adopt teaching methods that efficiently and optimally in adopting and implementing policies educational curriculum related to the environment, then GIZ offers ecomapping learning methods, ecomapping is one method that has been patented and has been tested, and we can apply to the schools in Indonesia as well as Malang City. "(Environmental Agency of Malang City, July 22, 2016, at 08.42WIB)

As well as the interview with Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City that give the following statement:

“Sebenarnya tanpa adanya kewajiban dari Pemerintah Pusat pun kita dengan senang hati melakukan kerjasama dengan GIZ, karena mereka memang memberi banyak keuntungan di Program Adiwiyata ini, mereka punya program yang cocok untuk diterapkan di sekolah-sekolah di kota Malang dan kita juga bisa bertukar ilmu satu sama lain”

"Actually, without the obligation of the Central Government, we are pleasures to cooperate with GIZ, because they did give a lot of advantages in this Adiwiyata program, they have a program that is suitable to be implemented in schools in Malang City and we can also exchange knowledge one another "(Education Agency of Malang City, July 5, 2016, at 13. 42)

From those statements we able to know that the actual program offered by GIZ can be applied in Malang City and has a good vision for the future and also the partnership made were motivated by the desire and interest of local government in this case the Environmental Agency and the Education Agency beyond the background for obligation or necessity.

On the other side of the GIZ certainly has the background of why they want to implement their programs in Malang and why should cooperate with the Ministry of Environment and the Ministry of National Education, and here are the results of interview with Ms. Tita as Technical Advisor WA3 Policy Advice for Environment and Climate Change GIZ GmbH:

“Kota Malang masuk dalam salah satu area kerja kami dan kami ingin berbagi pengetahuan dan ilmu dengan Kota Malang dalam hal ini di bidang lingkungan melalui program PAKLIM ini, karena kita harus melalui proses government to government maka kita melakukan kerjasamanya ya melalui kementerian, kementerian yang terkait dengan program yang kami punya dan kami bawa, yaitu kementerian lingkungan hidup dan kehutanan dan kementerian pendidikan. Dan untungnya mereka sudah punya Program Adiwiyata yang dekat dengan PAKLIM jadi kita tinggal masuk saja di Adiwiyata. Kami berharap Program tersebut

beserta Ecomapping nantinya bisa dijalankan sendiri oleh masyarakat sekolah tanpa campur tangan GIZ lagi”

"Malang is one of our working area and we want to share knowledge and science to Malang City in this case in the field of the environment through this PAKLIM program, we have to go through government to government then we do a partnership through the ministries, the relevant ministries with the programs we have and we took, namely the Ministry of the Environment and Forestry and the Ministry of Education. And fortunately they've got Adiwiyata near PAKLIM so we can just entering Adiwayata. We hope the program will be run along by the school society without interference from GIZ again "(Inspired 27 Garage Malang, May 20, 2016, 13:12 WIB)

From these statements we able to understand that Adiwiyata match with PAKLIM Program brought by GIZ and GIZ just want to share their knowledge and devices in the form of Ecomapping which will be run by the entire school community without the help of GIZ.

2) Partnership Goals

The purpose of the activities carried out together with the Education Agency of Malang City and the Environmental Agency of Malang City is to increase the capacity of schools and its communities (including teachers and students) in the implementation of climate change adaptation and mitigation action and prepare young people to become leaders of the environment in the future. That will be done through a variety of technical training, campaign activities, mentoring, and coaching for pilot schools, the development and testing of a database of supporters and equally important the implementation of eco-mapping in schools and communities.

The researchers conducted interviews with Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency of Malang City are on the following statement:

“Tujuan Badan Lingkungan Hidup Kota Malang sendiri dalam kerjasama ini adalah bahwa lingkungan hidup bukan hanya tugas dari Badan Lingkungan Hidup, lingkungan hidup itu adalah tanggung jawab bersama, untuk itu BLH mencoba melibatkan pihak-pihak yang berkaitan langsung dengan kegiatan ini, jadi dari dibentuknya MOU ini BLH ingin melibatkan partisipasi masyarakat, dalam hal ini masyarakat sekolah untuk terlibat dalam peduli dalam permasalahan-permasalahan lingkungan hidup. Dan tujuan itu harus dirumuskan dan rencanakan terlebih dahulu lalu kita tuangkan dalam MOU.”

"The purpose of the Environmental Agency of Malang City itself in this partnership is that the environment is not just the task of the Environment Agency, the environment is a shared responsibility, BLH try to involve all stakeholder which is directly related to this activity, so from the establishment of MOU the BLH want to involve the participation of the community, in this case the school community to be involved in caring environmental issues. And that purpose should be formulated and planned in advance and then we pour in the MOU. "(Environmental Agency of Malang City, July 22, 2016, 09:23 WIB)

Besides from Education Agency Mrs. Handayani as Head of the PNFI

Division of Education Agency of Malang City give explanation as follows:

“Kita tidak punya tujuan khusus ya, jadi program yang ditawarkan GIZ tersebut cocok dengan Adiwiyata ya kenapa tidak, malah enak kan kalau ada yang bantu. GIZ itu bagus, mereka punya program yang bagus, pemetaan lingkungan itu cocok sekali disini, itu terbukti sekolah-sekolah yang mengikuti program itu lingkungannya jadi lebih bagus misalkan SMKN 6, SMAN 8, SMAN 7 dan sekolah-sekolah terimbasnya.”

"We do not have any specific goals, so why not when the program from GIZ matches with Adiwiyata, even better if we get help. GIZ was nice, they have a good program, mapping the environment was perfect here, it proved in schools which entering the program, the environment become so

much better for example are SMKN 6, SMAN 8 SMAN 7 and other dissemination schools. "(Education Agency of Malang City, July 5, 2016, At 14. 18 WIB)

From those two statements we can see that from the party of Malang Municipality itself only aim to make Adiwiyata program goes well with optimizing all available resources, and one way is to cooperate with GIZ. And from GIZ Ms. Tita WA3 as Technical Advisor to the Policy Advice for Environment and Climate Change made a statement:

"....(Kerjasama) disini artinya bukan GIZ membantu Pemerintah Kota Malang ya, disini perlu ditegaskan bahwa kita itu saling membantu, tidak ada salah satu pihak menolong atau membantu pihak lainnya, disini kita saling membutuhkan satu sama lain, karena masalah lingkungan itu masalah kita bersama jadi kita juga harus bekerja dan mencari solusi bersama-sama"

".....(Partnership) here means GIZ is not assisting the Malang Municipality, it should be emphasized that we were helping each other, no one party helps or assists any other party, here we need each other, because of the environmental problems is our problems so we also have to work and find solutions together. "(Inspired 27 Garage Malang, May 20, 2016, at 13:37 WIB):

From those statements we can see that from GIZ Party also has no intention or particular interest in this partnership, they just want to help each other with the Malang Municipality in solving environmental issues.

c. Program Implementation

1) Implementation Process

In the early stages all party make a plan for the program by dividing roles and responsibilities of each party as well as with regard to the implementation of the program covering the agenda and target groups. After the formation of the

plan, then formed a joint working agreement/MOU that has been approved by all parties. Ms. Maya as Technical Advisor to the Policy Advice for Environment and Climates Change GIZ GmbH gave a statement that:

“.....semua pihak rembukan dulu kita mau mengadakan program pendidikan lingkungan, dan kita pilih sekolahnya bareng-bareng, dan itu gak sekali pertemuan, kesepakatan itu keluar setelah kita melakukan beberapa kali pertemuan, dari situ disepakati berapa sekolah dan sekolah mana saja yang ikut. Seperti yang sudah dijelaskan sebelumnya bahwa Ecomapping di implementasikan di 3 (tiga) sekolah pilot dan 9 sekolah diseminasi, kegiatan ecomapping ini dilaksanakan dalam 1 siklus dalam setiap tahunnya, dan siklus pertama dimulai dari tahun 2016, dari setiap siklus terdiri dari 5 tahap, yaitu sosialisasi, pemetaan, rencana aksi, implementasi, dan audit internal. Setiap tahap mempunyai periode tertentu untuk diselesaikan.”

“.....all parties discuss that we will establish environmental education programs, and we choose the school together, and that was not in one meeting, an agreement was out after we have done several times meeting, it was agreed on how many school and which school was participated. As already explained earlier that Ecomapping implemented in three (3) pilot schools and 9 dissemination schools, ecomapping activities was carried out in one cycle in each year, and the first cycle starting from 2016, each cycle consisting of five stages, namely socialization , mapping, action plans, implementation, and internal audit. Each stage has a certain period to be completed.” (December 22, 2016 at 12.55 WIB)

At the time activities just started exactly at the time after the first stages that are socializing, GIZ will hold TOT (Training of Trainers), the meeting includes training and guidance on the application of Ecomapping that will be implemented. Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency of Malang City are on the following statement:

“Untuk pertemuan rutin dalam setahun bisa 4 sampai 6 kali, tapi terkadang masih bersifat parsial atau tidak semua pihak bisa bertemu dalam suatu pertemuan. pertemuan dan pelatihan tersebut untuk meminimalisir kesalahan pada pelaksanaan Program, takutnya nanti

karena jumlah sampel yang masih sedikit akan ada data-data yang tidak valid."

"For regular meetings in a year could be 4 to 6 times, but sometimes it is only partially or not all parties could meet in that meeting. The function of meetings and training are to minimize errors in the implementation of the program, because the sample size is still small there, we are worried the data become invalid. "(Environment Agency of Malang City, July 22, 2016, 09:14 WIB)

From the statement of Mr Arif it is known that to minimize the risk of program implementation, third-party regularly hold meetings and training which is held every two (2) or 3 (three) months. In line with the statement of Mr Arif of BLH Malang, Ms. Maya as Technical Advisor to the Policy Advice for Environment and Climates Change GIZ GmbH gave a similar statement:

"....Di tengah-tengah siklus, di tahap kedua atau ketiga kita mengadakan TOT, TOT tersebut bertujuan untuk memberi pembekalan dan untuk mengetahui sudah sejauh mana perkembangan Programnya, dalam TOT tersebut semua pihak harus terlibat termasuk kami GIZ, BLH, Dinas Pendidikan, dan sekolah-sekolah yang terlibat, TOT tersebut hanya sekali aja setiap siklus, atau sekali dalam 1 (satu) tahun".

".....In the middle of the cycle, in the second or third stage we hold TOT, TOT aims to provide briefing and to know the program development was, in the TOT all parties should be involved, including us, BLH, Education Agency, and involved schools, the TOT was held only once in every cycle, or once in a year ". (December 22, 2016 At 12:53 WIB)

From Ms. Maya statement, it is known that in addition to minimizing the data error occurs which previously mentioned Mr Arif of BLH Malang, TOT also aims to provide briefing and to determine whether the program is already well underway. In the TOT also involves the Education Agency and the Environmental Agency of Malang City. Here is Ms. Maya Figure as Technical Advisor to the

Policy Advice for Environment and Climates Change GIZ GmbH together with Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City visits to SMAN 7 Malang:



Figure 4.8. GIZ and Environmental Agency of Malang City Visitation to SMAN 7 Malang

Source : Researcher Documentation (November 22, 2016)

Once the program is in the process of implementation in this case GIZ always supervise and accompany the process at every stage, in order to ensure the process were carried out properly in accordance with PAKLIM Program. When conducting supervision and assistance in every phase, GIZ coordinate with the Education Agency and BLH of Malang City in order to provide joint guidance.

Ms. Maya as Technical Advisor to the Policy Advice for Environment and Climates Change GIZ GmbH adds that:

“kami mempunyai 5 (lima) kunjungan setiap siklus, 5 kunjungan tersebut dibagi ke dalam 5 (lima) tahap Ecomapping tersebut, bagi sekolah mengenal 5 tahap tersebut sebagai sosialisasi, pemetaan lingkungan, rencana aksi, dan audit internal, ditahap ke-4 sekolah melihatnya sebagai implementasi, tapi di GIZ kita melihatnya sebagai performance check, jadi kami berkunjung kami melihat pelaksanaannya sudah sejauh apa, terus tantangannya apa, terus bagaimana mereka bisa mengatasi tantangan tersebut disisa waktu yang ada.”

"We have five (5) visits in one cycle, five visits were divided into five (5) stages of Ecomapping, for the school known the 5 stages as socialization, environment mapping, action plans, and internal audit, at 4th stage schools known as implementation, but we see it as performance check, so when we visit we see the implementation progress, what are the obstacle, then how they can overcome these challenges at available time left. "(December 22, 2016 at 12:42 WIB)



Figure 4.9. GIZ visitation to schools in Malang City.
Source: Environmental Agency of Malang City, 2016.

On the picture above we can see when GIZ conduct visits to schools in Malang City. Beside the visit GIZ also regularly hold Pair to Pair meetings, Pair to Pair involve all schools participating in this program. In Pair to pair more to the discussions, exchanging of problems at each school and how to overcome these problems. Following the remarks of Ms. Maya as Technical Advisor to the Policy Advice for Environment and Climates Change GIZ GmbH:

“.....disetiap tahap ada yang namanya pair to pair, dalam pair to pair itu kita mempertemukan semua pihak lagi termasuk dinas-dinas dan sekolah.. Dalam pertemuan ini kita berbagi, berdiskusi, berkonsultasi bertukar permasalahan dan solusinya, jadi dalam satu siklus kita ada tiga sampai lima kali pair to pair, diadakan setelah salah satu tahapan itu selesai.”

".....each stage there are pair to pair, in this pair to pair we bring together all the parties again, including municipality agencies and schools. In this meeting we share, discuss, exchange problems and solutions, so within one cycle we held three to five times pair to pair, held after one of the stages is over. "(December 22, 2016 At 12:57 pm)

Since many parties involved in the GIZ visitation and Pair to Pair, here the role of the Education Agency and the Environment Agency of Malang City is indispensable in the coordination function. Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang Citygive a statement as follows:

“Dinas Pendidikan fungsinya lebih ke legalitas, untuk membuka jalan, contohnya kalau GIZ mau melakukan kunjungan, GIZ bilang dulu ke Dinas Pendidikan, dari Dinas Pendidikan memberitahukan ke sekolah yang ditunjuk kalau mau ada kunjungan dari GIZ, kalau misal di siklus ke-2 tadi kan harus ada guru dari sekolah pilot untuk mengunjungi sekolah diseminasi, disitu Dinas Pendidikan yang memberi tugas ke guru tersebut, jadi fungsinya lebih ke administrasi maksudnya untuk legalitas tadi ya, terus ke koordinasi dan pendampingan.”

"The Education agency functions more to legality, to pave the way, for example if GIZ want to make a visit, GIZ asking first to the Education

Agency, from Education Agency notify the designated school if there will be a visit from GIZ, for example in the 2nd cycle there should be teachers of pilot schools to visit the dissemination school, there Education Agency gave the task to the teacher, so its function is more to the administration and the intention to legality, coordination and assistance. "(Education Agency of Malang City, July 5, 2016, AM 14:58)

Here is Figure of Pair to Pair which are routinely held by GIZ:



Figure 4.10. Pair to Pair Which are Routinely Held by GIZ
Source : Environmental Agency of Malang City, 2016.

In the second cycle, it is time for 3 (three) pilot schools to continue program at dissemination school, in the target schools, here the help of GIZ changed form, GIZ just accompany teachers from pilot schools that act as a guide and replace the roles from GIZ. This program will be entrusted to the department that have responsible and to the schools that participated to continue to be implemented in the next cycle. Need a strong role of the Education Agency and the Environmental Agency of Malang City that this program keep to be run.

Before the start of a new cycle in the next year, GIZ will review the activities that have been implemented in latest Pair to Pair that is fifth stage after a stage of internal audit, and will provide guidance and training for the next year or the next cycle. GIZ not just release the Program Implementation, a supervision must exist in order to control the program goes according to the foundation when the program was created. Following the remarks of Ms. Maya as Technical Advisor to the Policy Advice for Environment and Climates Change GIZ GmbH:

“Karena program ini bebas bisa dimodifikasi menyesuaikan dengan kondisi sekolah masing-masing tapi tetap perlu quality control untuk mencegah program ini terlalu jauh melenceng dari dasar-dasarnya, jadi GIZ belum bisa melepas sepenuhnya masih ada kontrol disitu meskipun tidak terlalu intense, karena pada dasarnya memang kita mempercayakan program tersebut di dinas-dinas terkait agar bisa diteruskan. Disini perlu peran dinas-dinas tersebut seperti Dinas Pendidikan dan BLH, program ini intinya seperti anak bersama, bukan saya punya anak terus dikasihkan ke Dinas Pendidikan atau BLH. Di Malang ini saya lihat sudah advance ya sudah sangat baik dalam mengakomodir program yang dibawa GIZ ini, mereka lebih aktif dibanding dengan dinas-dinas di kota lain, biasanya di kota-kota lain itu cenderung menunggu, di Malang gak usah menunggu GIZ akan ada acara apa lagi, jadi mereka bikin acara-acara sendiri bikin kegiatan-kegiatan sendiri untuk menunjang program ini, Pak Arif dari BLH misalnya, beliau bisa mengembangkan bahan-bahan yang sudah ada, sehingga bahan-bahan tersebut terus berkembang. Kalau dari gurunya rata-rata sudah aktif di setiap kota, jadi dinas itu memang penting perannya untuk memfasilitasi aktifnya guru-guru dan siswa itu. “

“Because this program is can be modified to adjust with the conditions of each school but still need quality control to prevent the program too far deviated from the basics, so GIZ can not let it totally, the controls is still there, although not too intense, because basically we entrust such programs to relevant agencies to be forwarded. Here the role of the Agencies such as the Education Agency and BLH is necessary. The program is essentially like our child, I am not giving my child to the Education Agency or BLH. Malang City itself seen already advance, it's gone very well in accommodating the program that brought by GIZ, they were more active than with agencies in other cities, usually in other cities it tends to wait, in Malang City have not to wait that GIZ will held an events, so they make the events by themselves make their own activities to

support this program, Mr. Arif from BLH, for example, he could develop materials that already exist, so that these materials continues to grow. The average teacher is already active in every city, so the city agency have important role to facilitate that activates teachers and students."(December 22, 2016 At 12:41 pm)

From the statement of Mrs. Maya, it is known that it is the program carried by GIZ actually will be entrusted to Malang Municipality and GIZ expected local authorities/municipalities will be able to continue the program with or without GIZ. After GIZ do that of course the role and responsibility of the Municipality in this case the Education Agency and the Environmental Agency will be more vital. Ecomapping cycle is continuous cycle because in every school would have a different issue from year to year.

2) Resources Availability

Resource is an important component in conducting an activity, resources concerned can be in the form of materials, facilities, until to the amount and quality of the personnel involved in this partnership. Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City give statement as follows:

“Di BLH sendiri untuk kapasitas SDM saya rasa sudah cukup untuk saat ini, tapi kalau sarana, sarana kita ini memang belum ditunjang sepenuhnya oleh APBD, oleh karena itu kita harus kreatif dengan melibatkan banyak pihak dan memanfaatkan sarana yang ada. jadi untuk menjadikan program ini sukses kita tidak boleh tergantung pada APBD.”

"In BLH for the human resources capacity I think I have enough for now, but if the means, means we are not yet fully supported by the local budget, therefore we must be creative by involving many parties and utilizing the

existing facilities. so to make this program successfully implemented we should not depend on the local budget. "(Environmental Agency of Malang City, August 3, 2016, 14:34 WIB)

While Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City make a statement that the resources is not widely available here (Education Agency of Malang City) for the facility and means, and for the number of human resources availability also actually not enough especially for a meeting resource it is still very little, sometimes the Education Agency is still asking for help from the province. (Education Agency of Malang City, July 5, 2016, At 13.48 WIB)

From these both statements there is a difference between the Environment Agency and the Education Agency of Malang City, in the Environment Agency the number and quality of available personnel is enough, but it is not supported with adequate facilities, while from the Education Agency of Malang City complained about the number and capacity of the personnel, personnel capacity is intended as a resource person in meetings or dissemination to schools in Malang.

Where in the GIZ have no constraints in terms of resources it is made clear by the statements of Ms. Tita WA3 as Technical Advisor to the Policy Advice for Environment and Climate Change GIZ GmbH which provides the following statement:

".....untuk personil saat ini sudah cukup ya, tapi kalau ada tambahan kan sebenarnya lebih baik karena akan lebih membantu, tapi belum tentu lebih banyak orang lebih baik, contohnya 10 orang belum tentu hasil kerja atau produknnya lebih baik dari 1 orang, jadi sejauh ini di GIZ sudah cukup dari segi jumlah maupun kapasitasnya."

".....for personnel is now enough for now, but if there are personnel addition actually it can be better because it will be more helpful, but it is not necessarily more people is better, for example 10 people may not necessarily have better work or products better than one person, so far at GIZ is sufficient in terms of quantity and capacity." (Inspired 27 Garage Malang, May 20, 2016, at 13:34 WIB)

3) Cost and Benefits

Cost is one factor that is essential to support an activity. In a good partnership each party should have the costs specifically allocated to support the implementation of activities in the partnership. Costs specifically allocated to a partnership to represent seriousness and effort from the parties that are involved in a partnership. The suitability of spent cost by the results or benefits in a partnership is a way to measure the success of partnership for each party. A party said to be successful in a partnership if cost or effort they spend is not greater than or appropriate when compared with the results or benefits.

For the cost of the Environment Agency itself has nothing special costs allocated to this partnership, the Environment Agency itself only has a regular funding allocated for Adiwiyata Program not for this partnership or PAKLIM Program. Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency of Malang City give a statement as follows:

“Biaya kita masuk dari anggaran rutin untuk program adiwiyatannya, tetapi untuk kerjasama ini kita tidak ada anggaran khusus, operasionalnya dari GIZ termasuk pertemuan rutin dan pembekalan, tapi dengan kita punya anggaran ke adiwiyata kan sama saja itu membantu tugas GIZ dalam menerapkan programnya itu, karena ecomapping masuk dalam

Adiwiyata. Kita harus mengubah mindset bahwa kita bisa bergerak harus dengan dana. Tanpa dana pun kita bisa.”

"The cost we get from the regular budget for the Adiwiyata program, but to this partnership we are have no special budget, the operations cost from GIZ including regular meetings and briefing, but we have a budget to Adiwiyata same thing that helps the task of GIZ in implementing its program, because ecomapping included in Adiwiyata. We must change the mindset that we can move if we were funded. Without any funds we still can move. "(Environmental Agency of Malang City, August 3, 2016, 15:11 WIB)

It is also common in the Education Agency, Education Agency does not have the funds specifically allocated to this partnership, the Education Agency only has funding for Program Adiwiyata routine and no special funds for the implementation of the program promoted by GIZ or PAKLIM Program. This is made clear by the description of Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City are on the following statement:

“.....keuangan juga sudah ditanggung oleh GIZ sendiri, untuk mendukung program yang GIZ usung kita tidak ada anggaran khusus, nanti kalau kita ikut-ikut mendanai nanti jadinya malah tumpang tindih, termasuk operasional, pertemuan rutin dan lain sebagainya, tapi untuk Program Adiwiyatanya kita punya anggaran sendiri. Dari awal kan memang sudah disepakati kalau tidak ada bantuan berupa uang dari masing-masing pihak”

".....finance has also been covered by GIZ, to support a program that GIZ carried out we have no specific budget, then if we joined in the fund later become an overlap, including operational, regular meetings and so forth, but for the Adiwiyata program we have a budget. From the beginning already agreed that no aid in the form of money from each party" (Education Agency of Malang City, July 5, 2016, 14:23 WIB)

In the GIZ operational funds for this program is set by central office, but for this agreement all matters regarding the funds were never discussed or no grants issued by the GIZ to the other party. Ms. Tita as Technical Advisor to the Policy Advice for Environment and Climate Change WA3 GIZ GmbH provides statement that source funding from GIZ itself already set up in the central office, but for the partnership, all about costs were never discussed, because there are no fees or funds that included."(Inspired 27 Garage Malang, May 20, 2016, 13:41 WIB)

Whereas for the benefits more to the non-material advantages, that is the achievement of the objectives of the program that originally carried, both Adiwiyata and PAKLIM Program. Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City give a statement that definitely there is an advantage, partnership have to be have benefits for all parties, but here the benefits does not look as a materialize, we helped in Adiwiyata, helped here means helped by non-physical as we can get knowledge from GIZ . (Environment Agency Malang, August 3, 2016, 14:52 WIB)

In the GIZ also said the same thing, no material gain is taken, GIZ believes the partnership is a necessity because the world has increasing globally and environmental issues is our problem. Ms. Tita as Technical Advisor to the Policy Advice for Environment and Climate Change WA3 GIZ GmbH provides the following statement:

“Untuk keuntungan kita tidak mengambil keuntungan materil, tetapi dibidang tanpa pamrih juga tidak, sekarang dunia ini kan sudah semakin global, jadi kerjasama itu harus, kita gak bisa menutup diri, satu sama lain pasti saling membutuhkan, kita butuh mereka mereka juga butuh kita, tidak istilah saya membantu kamu, tapi yang ada adalah kita saling membantu. Disamping itu iklim, lingkungan dan lain sebagainya kan masalah bumi masalah kita bersama bukan hanya masalah Indonesia.”

"For the benefit we did not take advantage materially, but practically nor unconditional, now the world already increasing globally, so the partnership is needed, we can not get away, one another definitely need each other, we need them they also need us, not the term I help you, but there is we help each other. Besides, the climate, the environment and other issues are our common problems the earth is not just Indonesia's problem. "(Inspired 27 Garage Malang, May 20, 2016, 13:19 WIB)

The schools, which is the target of the program is also strongly felt the real advantage of the program Adiwiyata, especially when GIZ entered Adiwiyata.

This is supported by the remarks of Mrs. Dwi as an Instructor at SMAN 7 Malang which states:

“Ecomapping adalah perangkat dari GIZ, dimana ecomapping ini adalah program yang membantu Adiwiyata, karena ecomapping itu membantu pemetaan masalah-masalah lingkungan. Tentu sangat bermanfaat sekali, bukan hanya untuk saya tetapi juga untuk siswa siswi dan lembaga saya atau sekolah ini, karena disini yang terlihat adalah timbulnya pembiasaan, contohnya sebelum GIZ datang kan sudah mendapat gelar Sekolah Adiwiyata, tetapi kebanyakan dari kita berpikir Sekolah kita sudah baik sudah berpuas diri karena sudah mendapat Sekolah Adiwiyata, tetapi ketika datang GIZ dengan Ecomappingnya, setelah kita melakukan pemetaan, kita mengamati satu persatu permasalahan yang ada disekitar sekolah kita, mulai dari sampah, air dan lain sebagainya sebanyak total 7 isu utama yang diangkat dalam Ecomapping. Ketika mereka (siswa) sudah melakukan pemetaan dan saya suruh melakukan presentasi, mereka baru menyadari kalau hal-hal yang kita anggap baik-baik saja dan kita biarkan setiap hari itu merupakan suatu masalah, dan bisa jadi adalah masalah besar. Ketika masalah diangkat dan para siswa membuat solusi, itu hal yang luar biasa.”

"Ecomapping is a device of GIZ, which ecomapping is a program that helps Adiwiyata, because it helps mapping environmental problems. Certainly very useful, not only for me but also for students and our institutions or this school, because there are seen the emergence of habituation, for example, before GIZ came we have already got a achievement of Adiwiyata School, but most of us think our schools are good already because we have got Adiwiyata school achievement, but when it comes GIZ with Ecomapping, after we do the mapping, we observe all the problems that exist around our school, ranging from garbage, water and so a total of seven major issues raised in Ecomapping. When they (students) are already doing mapping and I told them to do a presentation, they realized that what they think just fine and they let each day actually it is a problem, and could be a big problem. When the issues raised and the students make a solution, it's a remarkable thing." (SMA Negeri 7 Malang, 22 November 2016, 11:46 WIB)

Here is the environmental conditions in SMAN 7 Malang, look very beautiful atmosphere of the school, the school such conditions are conducive conditions to support the learning process in addition to increase environment knowledge:



Figure 4.11. Environment Conditions at SMAN 7 Malang

Source : Researcher Documentation (November 22, 2016)

Here are the results of the activities of SMAN 7 Malang, this is a map of environmental issues:



Figure 4.12. Map of Environmental Issues at SMAN 7 Malang in 2016

Source : Researcher Documentation (November 22, 2016)

The same thing also expressed by Mr. Sulaiman as an Instructor at SMK Negeri 6 Malang which states:

“Dari awal kan kami didorong untuk menjadi sekolah berwawasan lingkungan melalui program Adiwiyata, pada tahun 2009 kami sudah lolos Adiwiyata Nasional, dan Adiwiyata Mandiri di tahun 2012, setelah lolos Adiwiyata Mandiri tersebut kami merasa stagnan, sempat vakum 1 (satu) tahun tidak melakukan apa yang kami lakukan sekarang ini (setelah ada Ecomapping), karena apa, karena kami sudah merasa puas dengan pencapaian tersebut (Adiwiyata Mandiri), dalam perjalanan setelah Ecomapping masuk kami bisa berkembang, kami bisa melakukan apa yang sebelumnya tidak kami lakukan setelah mendapat gelar Adiwiyata Mandiri, contohnya sekarang kami bisa membuat composting/rumah kompos, membuat sepeda cerdas sampah, dan terakhir kami launching bank sampah khusus di sekolah yang bekerja sama dengan Bank Sampah Malang, kami pilah disini kami packing disini disana tinggal menimbang saja.”

"From the beginning we were driven to be the school of environmental friendly through Adiwiyata program, in 2009 we have gone through

National Adwiyata School, and Mandiri Adwiyata School in 2012, after qualifying Adwiyata Mandiri we feel stagnant, had a vacuum of one year, did nothing that we are doing now (after Ecomapping), because we are satisfied with these achievements (Adwiyata Mandiri), on the way after Ecomapping enter we can develop, we can do what previously we don't did after getting a achievement of Adwiyata Mandiri , for example, now we can make composting, making intelligent bicycles junk, and our at last we launch garbage bank specialized for school in collaboration with the Bank Sampah Malang, we are aggregated here we are packing here so there just weigh it. "(SMK Negeri 6 Malang, November 22, 2016, at 11:46 WIB)

Here is ecomapping room at SMKN 6 Malang, this room dedicated as a space that is used in the Ecomapping activities, this space contains the results of activities and serves as a training room, briefing, and learning related to the Ecomapping activities, one of which is the issues map from year to year:



Figure 4.13. Ecomapping Room at SMKN 6 Malang

Source : Researcher (November 22, 2016)

Here is a Figure environmental issues map at SMKN 6 Malang 2016:



Figure 4.14. Map of Environmental Issues at SMKN 6 Malang in 2016
Source : Researcher Documentation (November 22, 2016)

From the statements of Mrs. Dwi and Mr. Sulaiman it can be concluded that the program is carried by GIZ brings a lot of positive impact on the schools that had previously been titled as Adiwiyata Schools.

2. Affecting Factors in Implementation of Adiwiyata Program Based on The Local Government and Private Partnership in Malang City

a. Supporting Factors

1) Internal Supporting Factors

- a) Fully supported by the head of the agency and staff. Full support of the Head making the Environment Agency and Education Agency of Malang City is easier in carrying out their respective duties.
 - b) Availability of Human Resources (SDM). The availability of human resources or personnel only occur at the Environment Agency and GIZ. The availability of personnel strongly supports the implementation of the program as well as large gatherings are held regularly.
 - c) A competent partner. Each party has their respective competence. Good competence in their respective fields perceived by all parties, it would facilitate the implementation of the program.
 - d) There is Adiwiyata before PAKLIM Program. if the government or Malang Municipality does not have a program like Adiwiyata, it will be difficult for GIZ in supporting and must start from the beginning, so when Adiwiyata already formed, the GIZ easy to directly support Adiwiyata program.
- Ms. Tita as Technical Advisor to the Policy Advice for

Environment and Climate Change WA3 GIZ GmbH gave a statement that sometimes when we want to support, the government has no program and do not understand what to do, so we had to start from scratch. here in Adiwiyata the objectives are clear and has a clear vision, so GIZ can support directly. "(Inspired 27 Garage Malang, May 20, 2016, 13:49 WIB):

2) External Supporting Factors

- a) High public interest of the environment importance. Just how they move and how to troubleshoot problems that still need improvement, it is not included as an obstacle but rather support because awareness is playing an important role, awareness is high enough that facilitate the Program driveway.
- b) Participation of the school community. The high level of participation and the interest of school community to run a program that cares for the environment perceived by all parties, it makes the program PAKLIM and Adiwiyata easier to get into schools.

b. Inhibiting Factors

1) Internal Inhibiting Factors

- a) The limited number and capacity of Human Resources (SDM). It is experienced by the Education Agency of Malang City, personnel role here as implementers and sources of meetings

and training for resource persons sometimes have to ask to province Education Agency, of course it is less effective and hinder the implementation of partnership and the program itself.

b) Lack of capacity and Human Resources (SDM) coupled with the lack of means and facilities from the Municipality, and the fund is less than the Local Budget further challenges the implementation of the partnership. It is felt by the party of Malang municipality, Education Agency and of the Environment Agency. The facilities include computers and so forth. Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City give statement that means is not yet fully supported by the budget, therefore we must be creative by involving many parties. so to make this program a success we should not depend on the budget. (Environment Agency Malang, August 3, 2016, at 15:11 WIB)

c) Less supervision or control in each parties, this is due to the absence of an supervise and control agenda or activities in Adiwiyata program, it also is actually a problem resulted by the lack of personnel or Human Resources (SDM) that have an impact on the lack of personnel assigned to the supervision or

control. There is a possibility of the schools that have earned Adiwiyata school in Adiwiyata Program not continue the program in the future, with the absence of supervision or control it certainly will not be known.

2) External Inhibiting Factors

- a) Data collection and awareness for collecting the data by the school. There are six major problems in a developing country, and two of them are data and awareness. After through ecomapping GIZ perform data collection, in the data collection GIZ experiencing obstacles, data is a vital element in the formulation of the policy, if the data itself is hard to come it will hinder policy formulation and program implementation. A case study is one of the school's program is to reduce the emission of plastic waste by 70%, if the calculation is achieved there must be a continuous data, such data were not available, when conducting a review of course GIZ will have trouble. So far there is data, but the data is not the specific period data such as per a month or every three months, when schools expressed reduced emissions at the school, is not yet clear how the calculations and how the exact numbers.
- b) Indonesian people paradigm who still thinks partnership is an aid, so many people are still waiting and feel supported. whereas now, and in fact there is no exchange of money, in

this partnership each party help mutually and not assist Indonesia or Malang City materially, each party should be equally engaged and have the same role, so this paradigm should be changed immediately.

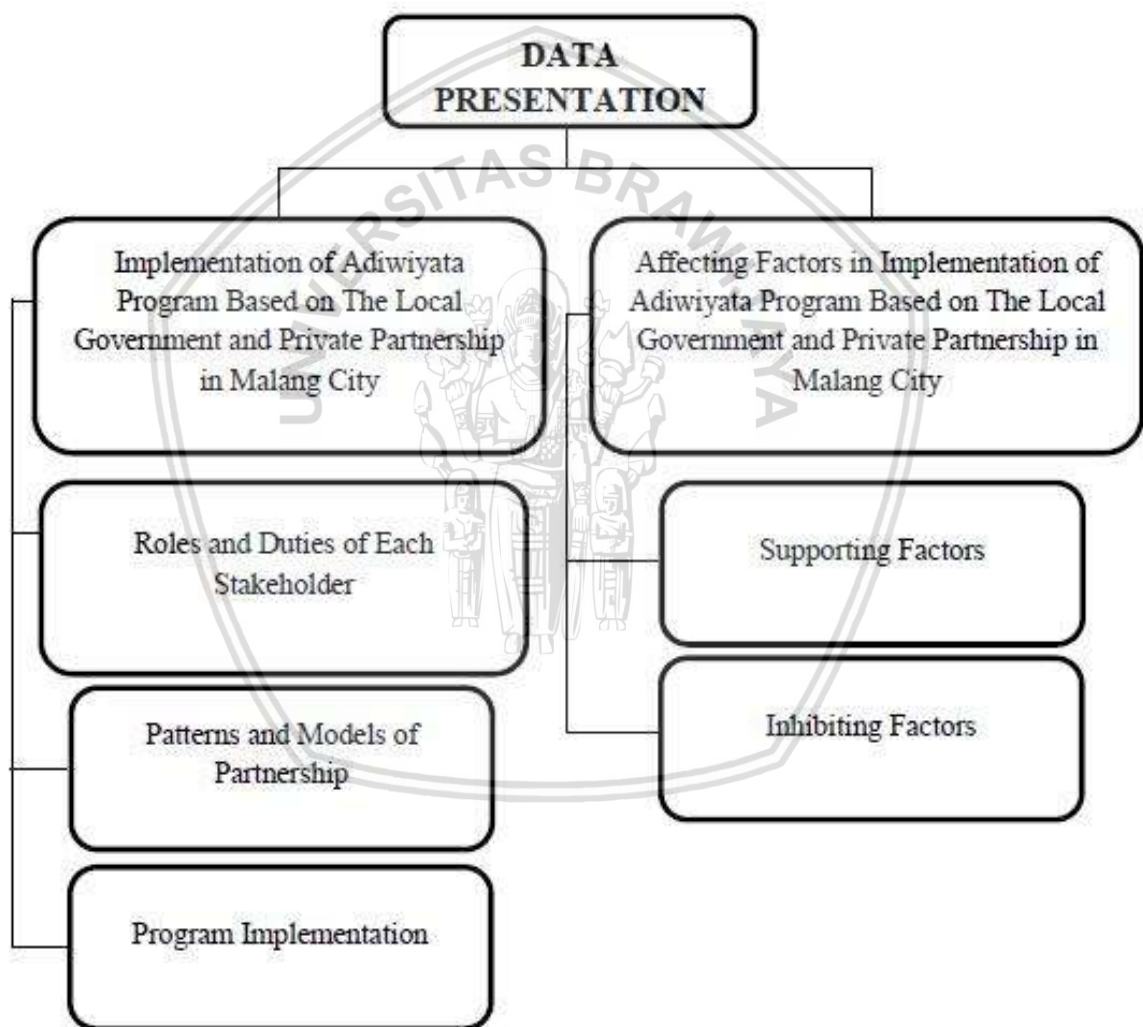


Figure 4.15. Data Presentation Flowchart

Source : Researcher Documentation (November 15, 2016)

C. Data Analysis

1. Implementation of Adiwiyata Program Based on The Local Government and Private Partnership in Malang City

a. Roles and Duties of Each Stakeholder

In sharpening the analysis of the roles, responsibilities and risks allocation of the implementation of the Adiwiyata program based on local government and private partnership in Malang City that formed PAKLIM program, the author will use the principles of partnership by Adi Candra (in Marsiatanti, 2011: 53). Has been presented in Chapter II E.2. Adi Candra explained that there are four principles of partnership that consists of mutual trust and respect, autonomy and sovereignty, complementary, and openness and accountability. These four principles need to be applied in order to formed partnership that can be well established. Through the presentation of data in Chapter IV B.1.a.3), it can be seen that these principles have been conducted by the Education Agency, BLH, and GIZ.

Mutual trust and Respect is the principle that all involved parties need to respect each other and support each other roles in achieving the goal of success. In achieving mutual trust and respect, Education Agency, BLH, and GIZ detailing the roles and duties of each party in PAKLIM program. In this case, Malang City Education agency is responsible for facilitating PAKLIM communication with schools, providing administrative and logistical support, and appoint any staff involved in the program. BLH Malang responsible for PAKLIM in facilitating communication with other community networks, providing administrative and

logistical support, and appoint any staff involved in the program, and technical database trials. GIZ is responsible for providing capacity building activities, providing logistical support and appoint a special advisor in the program.

Autonomy and sovereignty is a principle that all involved parties know each capacity without dominating each other or interfere with the execution of their respective duties. From the statements described in Chapter IV B.1.a.3), Ms. Tita as WA3 Technical Advisor to the Policy Advice for Environment and Climate Change GIZ GmbH and Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City explained that each party trying to support each other without the existence of certain parties that dominate. Every action should go through coordination without action to implement the program without the consent of the other party.

At this point it should be understood that PAKLIM program is a joint program beyond the responsibility of other government programs. PAKLIM program can be included in the Adiwiyata program that owned by Malang City Education Agency and Environmental agency, but did not replace or fully represent Adiwiyata program. Can be seen in the presentation of data CHAPTER IV B.1.a.3) that Adiwiyata program has the human and material resources that have been allocated specifically. But it does not guarantee the amount of human and material resources allocated to the PAKLIM program. Nonetheless, GIZ understand the limited ability of Education Agency and Environmental Agency of Malang City and understand the limits of partnership were established.

Complementary is the principle where each participant support and fulfill each others. From the description of Ms. Tita as WA3 Technical Advisor to the Policy Advice for Environment and Climate Change GIZ GmbH and Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City described in Chapter IV B.1.a.3), it can be understood that each party tried to fulfill the needs of each other. GIZ is an outside party given access through the Education Agency and BLH of Malang City to be able to interact with the public, while Adiwiyata supported by GIZ with ecomapping coaching and socialization. Both sides are trying to implement properly the responsibility that has been agreed upon in the agreement in order to achieve maximum results.

Openness and Accountability is the principle that openness is required with the implementation performance that can be justified. This principle can be seen in PAKLIM partnership with statements by Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City that described in Chapter IV B.1.a.3). Have been presented in the data presentation that the risk of program is borne together with similar responsibilities on each parties. In this partnership, all parties know that there is a risk the program will be failure because the sample is still small. Form of accountability of each party in an attempt to overcome this risk is to hold meetings and training concerned with the partnership program which was held from 4 to 6 times a year. This reflects the openness, and accountability among all parties involved in the program PAKLIM.

b. Patterns and Models of Partnership

1) Partnership Background

In analyzing the background of the implementation of Adiwiyata program based local government and private partnership in Malang, the author uses the explanation Mazmanian and Sabatier (2004: 68) and Pressman & Wildavsky (in Tangkilisan, 2003: 17) that have been described in Section II B. 2.

Based on the presentation of Part II B.2., It was agreed that the implementation of the program is the action taken by an individual or the authorities to achieve a predetermined goal of the program. Also agreed that the implementation of the program required a three action form of interpretation, organization and application. The author also analyzes the background to these three essential elements in the form of executive element, implemented program, and the target group in the implementation of programs/policies explained by Tachjan (2006: 28) and has been described in Chapter II B.4.

Implementation of Adiwiyata program based on local government and private partnership in Malang City that discussed in this study refers to the special program, that is Policy Advice for Environment and Climate Change (PAKLIM) program. PAKLIM program is a program offered by GIZ to help the Indonesian government in achieving the planning and implementation of preventive and treatment strategies with good climate. PAKLIM program has a series of partnership process through the central government to local governments.

Can be seen in the data presentation in CHAPTER IV B.1.a.1) that the PAKLIM program is derived from the central government's partnership with GIZ. Can be analyzed based on the explanations given at the data presentation is that the authorities in the implementation of partnership between the government and GIZ consists of various elements at the governmental level. At the central level, the authorities for the implementation of the partnership is the Ministry of Environment and Forestry, the Ministry of National Education and GIZ. Implementation of the partnership is implemented at the local level, in this case the Malang Municipality. Malang Municipality tried to implement the central government's partnership to establish a deep partnership with GIZ. In this regional level, the authorities are Education Agency, BLH, and GIZ.

It can be seen that the Malang Municipality has made interpretation to the partnership program by the central government with GIZ. Through the explanation Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City in Chapter B.1.a.1), it can be seen that the Malang Municipality perform interpretation by working locally with GIZ. This indicates that the Malang government has received central government programs and trying to implement the program by establishing the draft together with GIZ.

From the description of Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency of Malang City in Chapter B.1.a.1), it can be seen that the Malang Municipality then do organization by incorporating this partnership

program in education through the 2013 curriculum, Adiwiyata and work program in BLH Malang. This is supported by the statement of Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City that explains how the program of partnership with GIZ are gladly accepted as part of the educational curriculum and Adiwiyata.

Application of PAKLIM program then can be viewed through the explanation Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency Malang City regarding the implementation plan and socialization of ecomapping in three pilot schools and 9 dissemination schools or affected schools. Planning detailing on the pilot and dissemination school or affected schools indicate their carefully planning and real application of the partnership was formed. This is supported by the remarks of Mrs. Tita as WA3 Technical Advisor to the Policy Advice for Environment and Climate Change GIZ GmbH, explains that the application of PAKLIM program done carefully through the central government to the local governments, in this case the Malang City. It can be seen that the application is carried out based on a strong foundation in the planning of public and private sector, in this case the Indonesian government and GIZ.

It can be seen that the partnership undertaken by Malang Municipality consisting of Malang City Education Agency, BLH Malang, and PAKLIM (from GIZ) has to meet three main elements in the implementation of the program. In this program there are executive element consisting of obligated parties in the

planning, implementation and monitoring of this program which consists of Malang City Education Agency, BLH Malang, and GIZ. The program also has implemented a program which is the real action of the application and ecomapping dissemination. Elements of the target group also met with the target of 3 pilot schools and 9 schools dissemination or schools affected. The existence of these three elements indicate that PAKLIM program has reached the stage of program implementation.

2) Partnership Objectives

Based on the understanding Sumarto (in Setiani, 2012: 11) that have been described by the author in Chapter II E.1, partnership can be understood as the relation between civil society, governments and the private sector in achieving a goal with the trust, fairness, and independence principles. Can be analyzed in data presentation in CHAPTER IV B.1.a.2) that partnership between the Education Agency, BLH, and GIZ have met the criteria of partnership as explained by Sumarto (in Setiani, 2012: 11).

The relationship in this partnership consists of civil society, government and the private sector. From the Malang Municipality there are the Education Agency and BLH which is the executor in this program. From the private sector there are GIZ is also the executor of the program. From civil society there are schools and communities in the surrounding area, including teachers and students who are the target group of the program.

The objectives that trying to achieved from the partnership of these three groups are active communities in adaptation and the prevention of climate change and public awareness and participation for the environment. Can be seen from the explanation of Mr. Arif as Staff of Community Empowerment Subdivision Environmental Communication and Public Empowerment Division of Environmental Agency of Malang City that BLH want the public to know that the environment is not just the responsibility of BLH, but rather a shared responsibility. In a statement Mrs. Handayani as Head of the PNFI Division of Education Agency of Malang City can also be seen that the purpose of the Education Agency is to support Adiwiyata through environmental mapping. From the remarks of Mrs. Tita as Technical Advisor to the Policy Advice for Environment and Climate Change WA3 can also be seen that the GIZ goal is to deal with environmental problems together.

The principles of partnership that consists of trust, fairness, and independence can also be seen in the implementation of this program. In the words of Ms. Tita as Technical Advisor to the Policy Advice for Environment and Climate Change WA3 which has been described in Chapter IV B.1.a.1) and Chapter IV B.1.a.2), it can be seen that the partnership have these principles . The principle of trust occurs when Malang Municipality and GIZ equally convinced that the Adiwiyata and PAKLIM program can support each other. Justice can be seen through the remarks of Ms. Tita that the partnership is not an aid from GIZ or vice versa, but both sides are mutually help each other. Independency can also

be identified when GIZ has shown interest for the targeted group which have been determine, GIZ hope they can apply ecomapping by itself.

3) Appropriate PPP Modalities

The partnership between the public and private sectors can take place in various forms based on the activities undertaken. In explaining the form of PPP, has been presented in Chapter II E.8. that there are 11 types of PPP from fully public to fully private. In PAKLIM program, it can be analyzed that the PPP form that exists is Cooperative partnership. Savas (in Irianti, 2011: 29) explains that the PPP Cooperative model is a form of partnership that is voluntary and based on the principles of non-profit. Also explained that the type of PPP is done with awareness and equal accountability among all parties.

PPP Cooperative Type strongly reflects the partnership undertaken in PAKLIM program. PAKLIM program does not aim to earn income or profit financially or material and it is voluntary. PAKLIM program established for the purpose of environmental education is expected as long-term investments to shape the mindset of the people of Indonesia. Expected gains from this program is the creation of awareness of the actions taken today can impact on future climate. With such purpose, it is clear that there is no profit orientation of the partnership in PAKLIM program.

It can be seen that the PAKLIM program done voluntarily in the absence of a specific budget allocated or issued by the government or Malang Municipality, but there just the agreement roles that need to be done by each

party. This indicates a high dedication of each party to support the success of the PAKLIM program. This is supported by the high awareness and accountability that are reflected in the equality of responsibility and risks that need to be borne by the Education Agency, BLH, and GIZ.

c. Program Implementation

1) Implementation Process

The Ecomapping implementation process in Adiwiyata program can be analyzed through the stages of implementation by Djamarah (in Ward, 2015: 33). Have been presented in Chapter II.B.2 that there are four stages in the implementation process, comprising:

a) Planning

In this phase planning meant is to determine what you want, what will be done, when and how to do it. Before partnership agreement was formed, the three parties had held several meetings to discuss the program plan. Then it can be seen through the remarks of Ms. Maya as Technical Advisor to the Policy Advice for Environment and Climates Change GIZ GmbH, explains that in the planning process has been discussed what programs were carried by GIZ, then the Municipality that determines which schools are entitled to participate in this program, The planning stage is extremely important because it includes targets to be achieved and the agreement will be used for evaluation of the successful partnership or the successful program.

b) Organizing

Djamarah explain organizing is the stage of the facilitation, provision of facilities and infrastructure, and training or briefing. Can be seen in the data presentation in the interview result that the facilitation undertaken by the Education Agency and the Environmental Agency as host and GIZ held a TOT (Training of Trainers) when a new cycle in PAKLIM Program begins. In TOT that held by GIZ aims to provide training and equipping the involved schools and the responsible agencies.

c) Direction

Direction here interpreted as a guide, motivation, mentoring and setting a time limit. In the implementation of this PAKLIM program consists of five stages in one cycle, the cycle shall to be done within a period of one year, that each stage requires a different period. In every phase of the GIZ regularly conduct such visits and Pair to Pair meetings which was accompanied by the Education Agency and the Environmental Agency, the visit aims to accompany and monitor the progress of implementation of the program. And if later found any challenges or obstacles from the process soon will find the solution for the challenges so that each stage can be completed by the target date.

d) Supervision

The last stage is the stage of supervision, supervision here including an evaluation of the activities already carried out, comparing with a plan to assess the results of the work. GIZ conduct reviews on the implementation

in Pair to Pair activities after the fifth stage is completed, the meeting will discuss the implementation successness with the other schools, intended that other schools can exchange problems and solutions. In the second cycle and so the role of GIZ will be reduced because the Municipality and schools should be able independently to continue and spread this program. Here, the role and responsibilities of Municipality is very important so that the program can continue. After the completion of the first cycle GIZ role is just become a accompany, the role of review and activity collection results will trusted to the Education Agency and BLH Malang. But GIZ will continue to monitor the implementation of this program is that the program keeping with the basics that have been made.

2) Resources Availability

Availability of Resources in the implementation of Adiwiyata program based on local government and private partnership in Malang City form PAKLIM program can be analyzed through a characteristic pattern of partnership of public and private sector or Public-Private Partnership (PPP) by Bimantoro (2010: 27). Characteristic patterns of PPP has two or more parties comprising government and private sector work together in the long-term quest. Specifically Bimantoro gave four elements in the PPP that will be used to analyze the resources in this partnership.

First, Bimantoro explain the need for two or more parties consisting of public and private sectors. In Adiwiyata program based local government and private partnership in Malang City formed as PAKLIM program. In this

partnership program there are three parties involved that consists of two public and one private. Two public sector are involved in this partnership is by the Education Agency and BLH of Malang City, and the private sector, namely GIZ.

Second, Bimantoro explains the need for partnership involving the parties to work according to its capacity. In PAKLIM program can be seen that there are three parties which specifically have the ability in the field aimed at the achievement of the successful program. Malang City Education Agency has the ability and access to get into the schools through Adiwiyata program, as the targeted group of the program is the schools. As a public sector that is specifically working to maintain and improve the environment in Malang, BLH has the ability to implement and practice PAKLIM programs and transmit the program to the networks. In this program GIZ as the private sector also has a program and the ability to spread knowledge about the environment and climate, as well as teach ecomapping to the parties that it is necessary.

The third is a relationship based on the trust continuously which can be identified through their collective contract. In this case the Education Agency, BLH Malang, and GIZ have formed a joint MOU that explains the role and contribution of each party in this program. This MOU established and implemented as agreed. This is supported by the national agreements that have built the foundation for deeper partnership at the local level.

At last Bimantoro emphasize the contribution of each party in terms of material and non-material. As explained in the analysis of Chapter IV C.1.a.3),

each party has had their own role in this partnership. Specifically, the human resources involved in this partnership have been determined by each institution. Can be seen through the data presentation CHAPTER IV B.1.a.4) that despite resource constraints in the procurement of equipment, materials, and human. BLH and Education Agency still trying to meet the needs for sustainable partnership with GIZ. BLH trying to contribute by providing competent human resources and involve many parties to support the success of the PAKLIM program. Malang City Education Agency who feel the lack of amenities, facilities, and human resources, trying to contribute by asking the province to provide a resource.

Unlike the BLH Malang and Malang City Education Agency as the public sector, GIZ as the private sector has the resources and specific focus for the PAKLIM program. In this program GIZ contributes to the majority of human resources and material resources. Although GIZ provides the dominant contribution to this program, the dominance of this contribution has been mutually agreed in the agreement that has been formed. With the dominance of the contributions made, GIZ is responsible for ensuring the quality of the resources in this program.

It is understood that the dominance of the resources provided by GIZ not make GIZ as a party to bear all the responsibility and risk of the PAKLIM program. PAKLIM programs remain the responsibility of third parties; BLH Malang, Malang City Education Agency, and GIZ fairly and equitably, although with a percentage or a different kind contributions.

3) Cost and Benefits

Costs and benefits of the Adiwiyata program implementation based local government and private partnership in Malang formed as PAKLIM program will be analyzed through the PPP potential advantages offered by the government of Nova Scotia (2000) in Akintoye et al. (2003, 7). Has been presented in Chapter II.E.7. that there are seven potential advantages that can be obtained by applying the PPP. In PAKLIM program implementation, it can be seen five potential profits that can identified and two potential advantages that not proven or occur yet.

a) Increase the capacity of governments to develop integrated solutions

In PAKLIM program, the Malang Municipality has been able to improve the capacity to develop comprehensive solutions together. The joint solution in this context refers to the raised issues in the climate that seeks Adiwiyata program. In Adiwiyata program, the Education Agency and BLH trying to raise issues of concern for the environment with preventive measures and treatment. With the PAKLIM program, the Education Agency and BLH get the ecomapping concept as solutions offered by GIZ. With GIZ deals and BLH understanding regarding ecomapping, Malang City Education Agency can apply ecomapping at schools in Malang City.

b) Facilitating the creative and innovative approach

Innovation and creativity can be seen in PAKLIM program. Adiwiyata programs that were previously more to focus on technical education about environmental friendly products and activities have evolved by considering the ecomapping formation. With the

ecomapping, Education Agency, BLH, and GIZ can be taught in schools to think about the long term of a healthy environment to the climate that will be formed.

c) Reducing the cost to implement the project

With the presence of PAKLIM program, it can be seen that the costs of each of the parties has dropped or reduced from the previous budget that have been allocated. From the public sector, the Education Agency and BLH do not need to spend much budget for the implementation of this program. Can be seen through a statement from the Education Agency and BLH of Malang City who has served on the presentation of data CHAPTER IV B.1.a.5) that the majority of the costs borne by GIZ. Education Agency of Malang and BLH Malang does not need to allocate specific funds for this program. This is very advantageous

From the perspective of GIZ in implementing this program, it may be seen that the GIZ is a party that spends most significant. GIZ bear the entire expenditure of operational funds for the sustainability of the program, ranging from the cost of a meeting with the parties concerned, to operate socialization, training, workshops, etc. However, when analyzed more deeply, GIZ has also been able to squeeze a lot of costs with this partnership. GIZ has been able to minimize the cost for administration, educational equivalency, and survey acculturation.

d) Reduce the time to implement projects

In the time reduction or efficiency for implementation of the program, there can not be seen the truth or evidence of the potential benefits happen. In PAKLIM program has made provision of time to implement the measures planned for the success of the program. However, with the progress that has taken place, it is unlikely for the Education Agency, BLH, and GIZ to conduct time efficiency for the PAKLIM program. The wide area of Malang with limited resources makes the process PAKLIM program can not be determined with certainty to achieve the target with earlier time period than specified.

e) Transferring certain project risks to the private partner

Have been analyzed in Chapter IV C.1.a.3) that risks to the program PAKLIM have can be shared to each parties. PAKLIM program formed with the principles of trust and justice which give responsibility evenly on all parties. This also applies to risks that occur in this program are equally shared. Can be understood that there is the risk of not reaching valid results due to the small sample that program conducted in PAKLIM program. This risk is understood and shared with the preventive measures in the form of meetings and training held 4 to 6 times a year.

f) Interesting potential bidders for a more sophisticated and larger projects

In a potential auction of a larger project, yet it can be seen the truth or evidence of the potential benefits of this to happen. Along the way

PAKLIM program being implemented by the Education Agency of Malang, BLH Malang, and GIZ, there has been no offer of a new partnership project from the other party or from the larger shaped.

- g) Accessing the skills, experience, and technology from the private partner

Potential advantages in accessing skills, experience and new technologies of the partnership can be regarded as the greatest profits obtained from PAKLIM program. It can be seen through the presentation of data CHAPTER IV B.1.a.5) that BLH recognized gain valuable non-material form of knowledge and science. It was emphasized that the program has provided an opportunity to Malang municipality to gain access to information and experiences that will play a major role in the development and sustainability of the Adiwiyata program in the long term.

GIZ also stressed the importance of PAKLIM program sustainable benefit on earth which continue to experience climate change and the environment degradation. GIZ explained that this experience is extremely valuable in resolving joint issues such as welfare issues for the future of the earth. Given this experience, GIZ can share access to repair the earth in ways that can be easily applied by the common people.

2. Affecting Factors in Program Implementation Based on

a. Supporting Factors

1) Internal Supporting Factors

Internally, there are several things that make the implementation of Adiwiyata program based on local government and private partnership in Malang become easier. Good collaboration between the Environment Agency and the Education Agency to make implementation easier because each actor performing their duties and functions in the program properly in this program. Besides Human Resources (SDM) is available on the Environment Agency and GIZ have sufficient capacity to support the Adiwiyata and PAKLIM program in Malang City. This support is by running programs both administratively and praxis that is at the confluence of major meetings that involved many actors.

As has been described above in running this program, there are several actors involved, namely the Environmental Agency, the Education Agency and GIZ, all parties have a good competence in running the Adiwiyata and PAKLIM program. Good competence is supported by their experience in working together to run programs such as environmental preservation program. Competence and experience possessed by the three actors assist in running the Adiwiyata program readiness so there

is concordance between the results with the vision and mission that has been agreed.

2) External Supporting Factors

In running the implementation of Adiwiyata program based on local government and private partnership in Malang City can not be separated from the participation and active role of the community in Malang. Generally when this program run, public interest about the importance of environmental conservation is so big, it is just people still do not know the steps that can people do to support the preservation of the environment in urban areas. It so happens naturally in urban environments which have the characteristics of a heterogeneous society. Differences within the community from the level of education, livelihood, culture and customs around affect access to information concerning the procedures for environmental preservation.

Other external parties who have contributed so much in the implementation of the Adiwiyata program on local government and private partnership in Malang City is a school community. Big support and high enthusiasm of the public school made Adiwiyata easy to get into schools in Malang City. So the main purpose of this program is the revitalization of the environment is more easily spread to the community. The high school community participation and a desire to run a Adiwiyata program this is proof

that people still care about the importance of environmental conservation in Malang City.

b. Inhibiting Factors

1) Internal Inhibiting Factors

Malang City Education Agency as a driving force in Adiwiyata program has an important role as a resource in the training activities that take place during the program. Internal factors in this case is in the quality of Human Resources (SDM) in Malang City Education Agency did not meet expectations as a resource on training and meetings between the parties on Adiwiyata program. Around this Malang City Education Agency finally decided to use experts from the Provincial Education Agency. That is what implementation and partnership in Adiwiyata and PAKLIM program less effective and less efficient.

Furthermore, the other resistor is the field of communication that less effective and less efficient through the Internet. The facilities were less from the Municipality particularly the supports of information flow is still lacking. In the implementation of Adiwiyata program based on the partnership which involves multiple parties would require the integration of information both between the parties. Integration of information would have been better if it is supported by the advanced tech

facilities that support an integrated information system on Adiwiyata program.

Supervision or control of the schools that have participated or won Adiwiyata Schools is also lacking. This is a problem derived from the lack of human resources in quantity to sustain the program in schools. The passion for preserving the environment becomes faded because Adiwiyata program were carried out has ended. Of course this is in contrast with the vision and mission of the program Adiwiyata who wants the schools are independently moves to protect the environment around. Attention to schools, especially schools that earned a pilot school in Adiwiyata program should be increased to keep the spirit of Adiwiyata remain continuously.

2) External Inhibiting Factors

The validity of the data provided by the school to the GIZ to collect data relating to environmental quality in schools is still questionable. Data is the source of information for consideration to create a policy or decision. To make sure it does not slip off course data used as study materials have to be precise. It became a obstacle for GIZ when collecting data reduction of plastic waste by the school when the data is useful to assess the feasibility and environmental quality in Malang City schools. For schools that already have data on the environment must necessarily always

update the data every certain period so that the validity of the data is maintained and can be accounted by the school.



CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the analysis of the above discussion can be drawn some conclusions points. Researchers draw conclusion as follows:

1. Implementation of Adiwiyata program based on partnership formed as PAKLIM carried out by the three parties, namely the Environmental Agency of Malang City, Malang City Education Agency, and GIZ. Based on the principle of partnership, namely mutual trust and respect, autonomy and sovereignty, complementary, and the openness and accountability of each party has made the allocation of roles, responsibilities, and risks spread properly according to the capacity of each parties. That four principles can be fulfilled for the three parties because the agreement details the roles and duties of each party in PAKLIM program.
2. Partnership model in PAKLIM program is motivated by the awarness of the climate change problem that is happening and environmental conservation issues. Preventive strategies for addressing climate change and preservation of the environment is welcomed by the central government and local governments strive to implement the program in real terms. Malang Municipality has managed to do interpretation of the partnership program between the central government and GIZ by

participating in the partnership at the local level. The principle of organization has also been done by the Malang Municipality in this case is the Education Agency Malang by entering PAKLIM program into the education system, namely the 2013 curriculum. Application of the PAKLIM program also visible from ecomapping step to the target group, namely dissemination schools and pilot schools in accordance with the purpose of the program is active communities in adaptation and the prevention of climate change and public awareness and participation for the environment. Type of partnership in this PAKLIM program is the type cooperative partnership. Cooperative model is a form of partnership that is done voluntarily without non profit orientation that is based on accountability by all parties.

3. The resources that required in this program that is program executor that runs the roles and responsibilities well and the contribution of each party in material and non material terms. Human resources involved in this program have been determined by any related party and no one party to bear all the responsibility and risk of the PAKLIM program. PAKLIM programs remain the responsibility for BLH, Education agency, and GIZ, fairly and equitably with the contributions and different resources. The potential gains from this program can also be seen from the emergence of five of the seven potential profits by Nova Scotia (2000). The potential gains that are increasing capacity in joint developing comprehensive solutions for related issues of climate

change and environment awareness, improve the creativity and innovation of each party, reducing the time required to implement the program, the risk of the program PAKLIM can be shared, and improve their skills, accessing experience and technology throughout parties involved.

4. Supporting Factor on PAKLIM program is divided into two supporting factors internal and external supporting Factors. Internal supporting factors include a good collaboration between BLH, Education Agency and GIZ, Human Resources available at BLH Malang and GIZ have sufficient capacity and the competence and experience of each party in running a good program. External supporting factors which includes public interest about conservation and measures to support the preservation of the environment is so great, and the school community to support the program PAKLIM with high enthusiasm to ease and succeeding the program.
5. Inhibiting factors divided into two, internal and external factors. Internal inhibiting factors to the PAKLIM program that are the Education Agency of Malang City is less equipped for preparing power as a resource, communication facilities are lacking support in integrating the information flow of each party, and the control or supervision of the schools that have participated or won Adiwiyata program to continue the the program is still lacking. External

inhibiting factors to the PAKLIM program include the validity of data provided by the school to the GIZ is still lacking.

B. Recommendation

From the results of this study can be drawn a few recommendations that are expected to provide positive feedback to all involved parties. The suggestions are:

1. Need personnels addition in Malang City Education Agency, the limited number of personnel will certainly bother the implementation activities. The personnel here are not only interpreted as fixed personnel, the Education Agency and the Environment Agency may invite NGOs that engaged in environment to work together. Many benefits can be gained through additional partnerships with NGOs, they can be a resource, supervisors, guide and assessors. Education Agency and BLH also can acces the knowledge and exchange opinions with NGOs in the context of the implementation of these activities.
2. Adding supervision activities on Adiwiyata, as complained of schools that have got Adiwiyata title, after obtaining a Adiwiyata title these schools are less likely to do what they do when pursuing Adiwiyata. On the other hand in the second cycle of PAKLIM Program requires the city goverment to be able to independently continue the programs

carried out by GIZ, so it is possible the same incident would be repeated if no intensive supervisory activities.

3. Adding activities to raise awareness in collecting data, can be applied in this partnership program or create new programs that more integrated with partnership Program between GIZ with the Malang Municipality. It is related to the difficulty of collecting data without powered by internal school arty.
4. Keeping unity and good relations between the Education Agency and the Environment Agency of Malang City, so far the coordination between the two agencies had been well established, the role of government agencies in the city are also very important here. In practice, the Education Agency and the Environment Agency not only perform tasks in their respective duties and function or usually called "*Tupoksi*". Whereas in supporting the success of this program takes the initiative from the Education Agency and the Environment Agency of Malang City.

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