



Strategic Management Cycle in Internalizing Student Discipline: A Qualitative Case Study in Adiwiyata Schools

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ABSTRACT

Student discipline remains a critical challenge in environmental education, where a persistent gap exists between students' ecological knowledge and their daily conduct. This study aims to analyze the strategies for internalizing disciplinary values at SD Muhammadiyah Condongcatur, a provincial-level Adiwiyata school, by utilizing Hitt's Strategic Management Cycle (Strategize, Plan, Act, Monitor, and Outcome). Adopting a descriptive qualitative case study design, data were collected through in-depth interviews, direct observations, and document analysis for a month period. Data analysis was facilitated by ATLAS.ti 9, employing the interactive model of Miles, Huberman, and Saldana through open, axial, and selective coding. The findings reveal that the internalization of discipline is achieved through a synchronized management cycle: 1) Strategizing through visionary commitment and ecosystem synergy; 2) Planning via structured resource governance and policy legality; 3) Acting through habituation and social modeling; 4) Monitoring through continuous observation; and 5) Outcome realization in the form of formal recognition and sustained cultural transformation. Integrating management logic with Social Learning Theory, the results indicate that disciplinary values are most effectively internalized when they are managed as strategic priorities rather than isolated pedagogical tasks. This study contributes to Organizational Culture Theory by adapting a business-oriented management cycle to the elementary education context, providing a scalable roadmap for school administrators to bridge the "knowledge-action gap" in sustainability programs.

Keywords: Adiwiyata School, Strategic Management, Discipline Internalization, Social Learning Theory, ATLAS.ti 9.

ABSTRAK

Disiplin siswa tetap menjadi tantangan kritis dalam pendidikan lingkungan, di mana terdapat kesenjangan yang terus-menerus antara pengetahuan ekologis siswa dan perilaku sehari-hari mereka. Studi ini bertujuan untuk menganalisis strategi internalisasi nilai-nilai disiplin di SD Muhammadiyah Condongcatur, sebuah sekolah Adiwiyata tingkat provinsi, dengan menggunakan Siklus Manajemen Strategis Hitt (Strategi, Perencanaan, Tindakan, Pemantauan, dan Hasil). Dengan mengadopsi desain studi kasus kualitatif deskriptif, data dikumpulkan melalui wawancara mendalam, observasi langsung, dan analisis dokumen selama satu bulan. Analisis data difasilitasi oleh ATLAS.ti 9, menggunakan model interaktif Miles,

Huberman, dan Saldana melalui pengkodean terbuka, aksial, dan selektif. Temuan menunjukkan bahwa internalisasi disiplin dicapai melalui siklus manajemen yang sinkron: 1) Strategi melalui komitmen visioner dan sinergi ekosistem; 2) Perencanaan melalui tata kelola sumber daya yang terstruktur dan legalitas kebijakan; 3) Tindakan melalui pembiasaan dan pemodelan sosial; 4) Pemantauan melalui observasi berkelanjutan; dan 5) Realisasi hasil dalam bentuk pengakuan formal dan transformasi budaya yang berkelanjutan. Dengan mengintegrasikan logika manajemen dengan Teori Pembelajaran Sosial, hasil penelitian menunjukkan bahwa nilai-nilai disiplin paling efektif diinternalisasi ketika dikelola sebagai prioritas strategis daripada tugas pedagogis yang terisolasi. Studi ini berkontribusi pada Teori Budaya Organisasi dengan mengadaptasi siklus manajemen berorientasi bisnis ke konteks pendidikan dasar, menyediakan peta jalan yang dapat diskalakan bagi administrator sekolah untuk menjembatani "kesenjangan pengetahuan-tindakan" dalam program keberlanjutan.

Kata kunci: Sekolah Adiwiyata, Manajemen Strategis, Internalisasi Disiplin, Teori Pembelajaran Sosial, ATLAS.ti 9.

INTRODUCTION

Education in the 21st century is increasingly aligned with the global framework of Education for Sustainable Development (ESD), which demands not only cognitive excellence but also robust character formation. Among core values, discipline remains a fundamental prerequisite for achieving long-term sustainability goals in educational settings as stated by UNESCO about Education for Sustainable Development (ESD) for 2030 (Oe et al., 2022; Velepini, 2025). However, a persistent global challenge exists in internalizing these values so they transition from mere school regulations to consistent student behaviour. International scholars have noted that this "knowledge-action gap" is a major hurdle in environmental education, where students understand the 'what' but fail to demonstrate the 'how' in their daily conduct (Cebrian et al., 2025; Gericke, 2022).

In the Indonesian context, the Adiwiyata School Program serves as a primary vehicle for integrating environmental discipline. While existing literature extensively describes the implementation and benefits of environmental programs (Mangla et al., 2022), there is a significant research gap regarding the application of formal management theories to ensure the sustainability of value internalization at the elementary level. Most existing studies tend to be descriptive and pedagogical, focusing on curriculum content rather than organizational processes. There is a lack of empirical evidence explaining "how" a systematic management cycle, beyond mere classroom instruction, can bridge the gap between students' environmental knowledge and their daily practice (Cebrian et al., 2025).

This study addresses this gap by integrating Hitt et al., (2020)'s Strategic Management Cycle, comprising strategizing, planning, acting, and monitoring, into the framework of character education in Adiwiyata Schools. Unlike conventional pedagogical approaches that often rely on passive instruction, this research explores how a structured management cycle can transform school culture. By viewing value internalization through a strategic management lens, this study investigates how disciplinary values can move beyond temporary project-based outcomes to become deeply embedded in the school's organizational culture and students' social learning processes (Do & Telzer, 2024).

The novelty of this research lies in its interdisciplinary approach, linking strategic management logic with pedagogical strategies in an elementary school setting at SD Muhammadiyah Condongcatur. By doing so, this study contributes theoretically to the

Organizational Culture Theory and provides practical guidance for school administrators to design a transformative and sustainable Adiwiyata curriculum. This approach ensures that environmental education is not just a formality for securing awards but genuine, managed cultural transformation.

Literature Review

Strategic Management in Educational Context: The Michael A. Hitt, R. Duane Ireland, Robert E. Hoskisson Framework

Strategic management in educational institutions is no longer merely an administrative function but a transformative necessity to ensure institutional sustainability (Asa et al., 2023; Kamara et al., 2024). This study adopts the strategic management cycle proposed by Hitt et al., (2020), which emphasizes a continuous loop of strategizing, planning, acting, and monitoring. In the context of Adiwiyata schools, *strategizing* involves identifying the school's unique environmental values and resources. It focusses on the school vision and organizational commitment, gap analysis, stakeholder recognition, and Strengths, Weaknesses, Opportunities, Threats (SWOT) identification. This is followed by *planning*, where leadership translates these values into specific pedagogical goals. In this stage, the principal considers the use of school resources including the budget and supporting facilities, curriculum policies that serve as operational standards and planning of real action programs that will be implemented.

However, as Izzah et al., (2024) argue, strategic leadership in schools differs from the corporate sector because it must balance organizational efficiency with pedagogical integrity. The *acting* phase in an elementary school setting requires the mobilization of teachers and students toward a shared vision of discipline. Furthermore, the *monitoring* phase serves as a critical feedback mechanism. Without rigorous monitoring, value-based programs often become performative rather than substantive (Cebrian et al., 2025). In other words, *acting* is the real implementation of the planning design, which is controlled by the *monitoring* stage so that real actions run according to the school's vision. By applying Hitt's cycle, this research argues that internalizing discipline is not a one-time instructional event but a managed organizational process that aligns school policy with student behaviour.

Value Internalization and Social Learning Theory

The internalization of disciplinary values, the transition from compliance to self-regulation, is best understood through the lens of Social Learning Theory. Albert Bandura (1977) in Koutroubas & Galanakis, (2022) and more recent longitudinal studies Rumjaun & Narod, (2025) suggest that individuals acquire complex social behaviours through observation, imitation, and modelling. In an Adiwiyata environment, the school itself acts as a "living laboratory" where students observe environmental discipline modelled by educators and peers. Internalization occurs when the strategic management of the school environment (the "Strategic" side) meets the psychological processes of the student (the "Learning" side). Lickona, (2024) emphasizes that character education is most effective when students are actively engaged in the school's moral life. This aligns with the "Acting" phase of Hitt's cycle, where active learning strategies, such as project-based learning or collaborative environmental tasks, provide the social context for students to practice and eventually internalize discipline.

Furthermore, Baena-Morales et al., (2023) asserts that for sustainability education to be effective, it must involve "systemic thinking," where discipline is seen as a contribution to the collective well-being of the school ecosystem. Therefore, this study integrates these theories to propose that student discipline is an outcome of a strategically managed school culture that consistently models and reinforces environmental values through social interaction.

METHODS

Type and Design

This study employs a descriptive qualitative approach with a single-case study design (Khan et al., 2025). This method was selected to provide an in-depth, longitudinal exploration of how school leadership applies strategic management cycles to internalize disciplinary values within the specific context of an Adiwiyata school (Thomas et al., 2022).

Data and Data Sources

The research was conducted at SD Muhammadiyah Condongcatur, Sleman, Yogyakarta, an institution recognized as a Provincial-level Adiwiyata School in 2023. Participants were selected using a purposive sampling technique based on their direct involvement in the school's strategic management and environmental programs. A total of 6 informants participated in this study, as detailed in Table 1.

Table 1. Participants Profile

Code	Role	Years of Experience	Criteria
R1	School Principal / Adiwiyata Coordinator	20+	Key decision-maker in strategic planning / responsible for program implementation
R2	Vice principal (Curriculum)	15+	Manage value integration in lesson plans
R3	Vice principal (Infrastructure)	15+	Arrange the availability of facilities that support the program
R4	School employee	5+	Monitor the effectiveness of programs outside the classroom
R5	Class teacher (low grade: 1-3)	5+	Front-line implementers of discipline strategies in lower grade classes
R6	Class teacher (higher grade: 4-6)	5+	Front-line implementers of discipline strategies in higher grade classes

Data Collection Technique

Data were gathered a month fieldwork period (26 November – 26 December 2024). Three techniques were integrated to ensure data richness, which are: In-depth interviews, Direct observation, and Document analysis (Khan et al., 2025). In-depth interviews include semi-structured interviews lasting 45-60 minutes which were conducted to explore the "how" of the strategic cycle. Direct observation is non-participant observations that focused on student behaviour during waste sorting and energy-saving activities. Whereas, document analysis focuses on analysing the strategic plans, Adiwiyata portfolio, and lesson plans (RPP) to verify formal policy alignment.

To ensure the trustworthiness of the findings, this study utilized source triangulation by comparing data from interviews, observations, and documents (Ahmed, 2024). Furthermore, member checking was performed by sharing draft findings with the school principal who also role as coordinator to verify accuracy and prevent researcher bias. Institutional approval was obtained before the study commenced. All participants provided written informed consent, and their identities were anonymized (using codes) to ensure confidentiality and adhere to ethical standards in educational research.

Data Analysis

Data analysis followed the interactive model of Miles et al., (2014), facilitated by ATLAS.ti 9 software. The analysis proceeded through three systematic coding stages, which are Open Coding, Axial Coding, and Selective Coding (Liu, 2022). The Open Coding identifies initial concepts related to Hitt's cycles such as Strategize, Plan, Act, Monitor, and Outcome. Axial Coding groups codes into categories such as Strategize-Internal and Managerial Obstacles. Selective Coding develops a core conceptual framework that explains the internalization of disciplinary values.

RESULT AND DISCUSSION

In the data analysis using ATLAS.ti 9, the researcher coded the data using the strategic management cycle developed by Hitt, Ireland, and Hoskisson. As stated by Hitt et al., (2020), the strategic management process is a unified whole comprising interconnected components that are well organized and prepared to achieve organizational goals with optimal results. This cycle is used to discuss school learning strategies in depth and sequentially, beginning with defining the vision and strategic choices in the Strategize stage and culminating in the achievement of the desired final result, the Outcome.

By applying this cycle, the relationship among the stages becomes more comprehensive, ensuring the sustainable internalization of discipline values in Adiwiyata schools. The following is the strategic management cycle for internalizing the value of discipline currently being implemented at the research site.



Figure 1. The Strategic Management Cycle for Internalizing the Value of Discipline

Figure 1 depicts a complete cycle of internalizing the value of discipline, in which each stage is connected to the others to form a strong, environment-based culture. Researchers will explain the findings at each stage to facilitate understanding of the cycle's dynamics through the following thematic analysis.

1. Strategizing and Planning: Formalizing Environmental Vision

The "Strategizing" phase at SD Muhammadiyah Condongcatur was marked by the school's decision to integrate Adiwiyata values into its core identity. This aligns with Hitt's concept of identifying resources and capabilities. As stated by the School Principal or Adiwiyata Coordinator (R1):

"Strategi kami sebenarnya tidak ada putusnya karena ini tentunya adalah penghargaan di Adiwiyata." (R1)

This indicates that the "resource" is the committed teaching staff, while the "capability" is the school's ability to mobilize community support for a long-term vision.

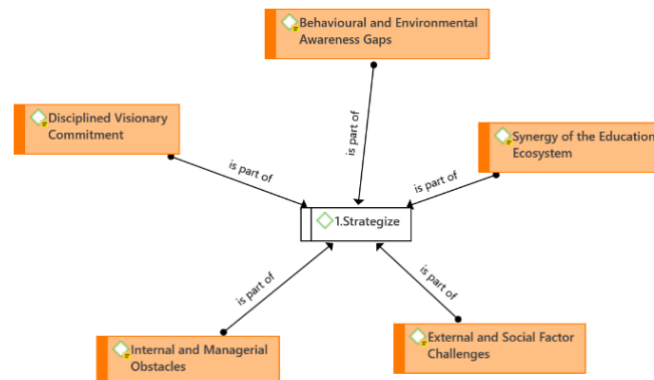


Figure 2. Stage of Strategy Formulation (Strategize)

The strategy formulation stage (Strategize) is the initial stage of the cycle, in which the direction for internalizing the value of the discipline policy is set. At this stage, the school builds a strong foundation by identifying the potential, obstacles, challenges, and opportunities in the initial situation; the strengths of the collaborating parties' roles; and establishing a grand vision that supports the program before the strategy is implemented. Based on data analysis, five key elements were found in the strategizing phase, including:

Disciplined visionary commitment

The school's vision and mission place discipline as a key value in supporting the Adiwiyata program, as stated by the first respondent:

"disiplin ini juga menjadi kunci yang utama karena disiplin ini adalah salah satu karakter yang nanti di dalam program adhiwiyata itu harus kita bangun." (R1)

The first respondent noted that discipline is also a key element, as it is one of the characteristics that school residents are expected to develop within the Adiwiyata program. Discipline is the primary factor influencing an organization's change toward achieving a target (Santosa, 2022). Within this scope, the school strives to instill discipline among

students, teachers, staff, and the principal and their team, so that the goals of the Adiwiyata program can be achieved.

Synergy of the Education Ecosystem

The successful internalization of discipline values to support the achievement of the Adiwiyata program in schools requires the joint contribution of school members and relevant parties outside the school, such as parents, the community, the school committee, organizations, and the environmental services. The following interview quote supports this fact:

“bahkan kalau adhiwiyata ini terlibat juga masyarakat di sekitar sekolah ataupun masyarakat yang mungkin ada kerjasama dengan sekolah” (R1)

The first respondent emphasizes that effective collaboration among the school's community can sufficiently support the Adiwiyata program.

Internal and managerial obstacles

In the process of establishing the Adiwiyata-based school vision and mission, the school identifies potential problems so that preventive or corrective actions can be taken later. Some obstacles and challenges were found in the initial stages of the strategy formulation process, as shown in the following quotes:

“Tantangan utama ialah menjaga konsistensi diri sebagai guru yang menjadi teladan” (R5)

“Sekolah sudah punya acuan untuk mengukur kesadaran siswa, yaitu buku kegiatan namun belum semua indikator tertulis.” (R4)

The fifth respondent explains that maintaining self-consistency as a role-model teacher is the main challenge in running the Adiwiyata program. In contrast, the fourth respondent adds that the indicators recorded in the student activity book are not yet sufficient to measure student awareness.

External and social factor challenges

Obstacles to instilling disciplinary values do not arise solely within the school; outside the school, additional challenges arise. Generally, these challenges stem from a misalignment of disciplinary habits at home and at school, as evidenced by the following field findings:

“tantangan terbesar saat kita mencoba menanamkan nilai disiplin pengelolaan sampah kepada anak-anak adalah inkonsistensi antara pembiasaan di sekolah dengan lingkungan rumah” (R6)

The sixth respondent stated that the most significant challenge in instilling waste-management discipline in children is the inconsistency between school and home habits.

Behavioural and environmental awareness gaps

Analysing the gap between disciplinary behavioural standards and actual on-the-ground conditions is part of formulating a collaborative strategy with a positive vision and

synergy as a mature strategic direction for internalizing disciplinary values. The following quote evidences one finding from this gap:

“Semisal saat istirahat dan makan snack di kelas, anak-anak masih sering membuang sampah plastik di meja sehingga ketika pulang sekolah bapak ibu guru masih perlu mengingatkan bahwa laci perlu dibersihkan” (R4)

According to the fourth respondent, teachers primarily need to remind students to dispose of plastic waste after school to ensure classroom cleanliness.

After mapping out the challenges, obstacles, ecosystem synergies, and policy directions, which were carefully designed in the strategize phase, the school then integrated this vision into a framework, specifically the planning phase. At this planning stage, the visionary commitment will be realized through the establishment of formal, measurable resource governance and policy frameworks.

The "Plan" stage followed, where these visions were codified into the school's annual curriculum. As noted by (Alshammari & Almutairi, 2024), strategic planning in schools significantly correlates with institutional effectiveness. At the study site, the formalization of the Adiwiyata policy and curriculum ensures that discipline is not merely an intuitive teacher action but a structural requirement that influences the character of students as a final result.

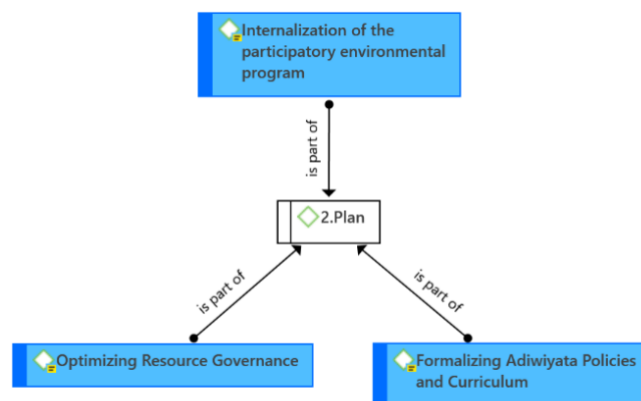


Figure 3. Stage of Planning (Plan)

A well-structured, mature plan plays an important role in implementing the school's strategy to instill the value of discipline. Three main focuses in the planning stage will transform visionary commitment into policy systems and resource readiness, including:

Optimizing resource governance

A clear budget management scheme, the availability of program support facilities, and the division of tasks will ensure that the school has clear components for achieving the Adiwiyata program implementation target, namely, internalizing environmental discipline. One of the processes for optimizing resource governance is the school's budget management, as stated in the following interview:

“Ya, karena di sekolah kita ini sebenarnya sudah rapi setiap tahun itu kita sudah menganggarkan kira-kira program ke depan itu apa Nah itu sudah kita rancang

Sehingga pembiayaan yang kita siapkan ya kita sesuaikan dengan kebutuhan Contoh kalau kemarin ya kisarannya lebih dari 100 ya untuk sarana dan sebagainya” (R1)

This school has already organized the budget management for the Adiwiyata program. It has also prepared annual resource governance plans, ensuring that funding is well aligned with future program development.

Formalizing Adiwiyata policies and curriculum

The school focuses on legalizing written rules such as regulations and implementing an environmentally based curriculum in lesson plans as an official policy to be followed by all human resources within the school. This aligns with the following interview quote:

“Di SD Muh CC ada yang namanya kegiatan kurikuler, kokurikuler, dan ekstra kurikuler. Selama saya mengajar ke - 3 kegiatan tersebut berjalan seirama, sehingga setiap ada program pemerintah dapat disesuaikan, misal di sekolah ada namanya proyek kelas, puncak tematik, maupun P5 semuanya bisa diselraskan dengan kegiatan Adiwiyata” (R2)

The environmentally based curriculum is seriously implemented in the learning process at every class stage in this school, across curricular, co-curricular, and extracurricular activities.

Internalization of the participatory environmental program

Special environmental-themed programs are designed to support the internalization of discipline by directly and actively involving students and other school members, including teachers and staff. This is reflected in the following quote:

“Satu contoh kegiatan pembelajaran yang paling berhasil membuat siswa jadi lebih disiplin menghemat energi adalah dalam kegiatan audit energi sederhana di mana siswa mengevaluasi penggunaan listrik di ruang kelas mereka sendiri.” (R6)

One respondent explains the effectiveness of the participatory learning program. The more students are involved in implementing discipline, the more deeply it will be instilled in them.

Overall, the planning stages ensure the school has a clear strategic scheme supported by adequate facility readiness. Meanwhile, the official policy ensures that every school member understands and knows what to do, supported by clear legal guidelines. Certainly, preparedness at this stage will reduce the risk of failure when the strategic design is operationalized in the school.

2. Acting: from Instruction to Social Learning

The implementation phase (Act) demonstrates a shift from passive lecturing to active participation. The school utilizes "living laboratories" where students engage in waste sorting and energy conservation.

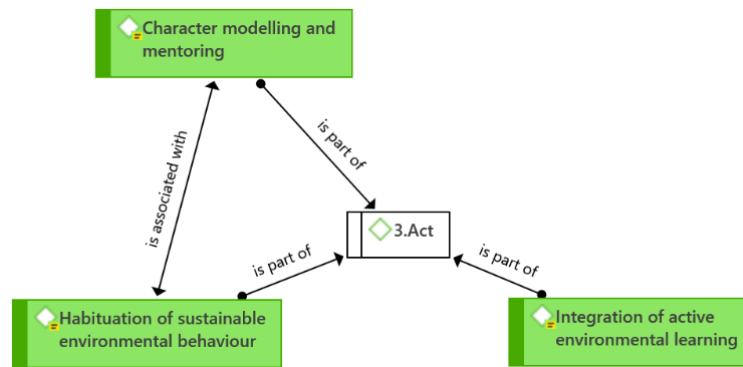


Figure 4. Stage of Strategy Implementation (Act)

Following the planning stage, the next important step is implementation in the field through daily activities at school. This strategic implementation is not always instructional; instead, it focuses on creating a conducive environment by providing examples and reinforcing environmental habits. Based on the findings obtained, this Act stage is supported by three main pillars, including:

Habituation of sustainable environmental behaviour

Repeated habituation can instill environmental discipline more deeply within students, even though initially, these habits were a task forced upon them, as stated in the following interview excerpt:

“Dalam proyek seperti kebun sekolah, siswa dilatih tanggung jawab jadwal menyiram dan menjaga kebersihan. Melalui praktik langsung, maka disiplin tumbuh secara alami.” (R5)

The fifth respondent emphasized that direct practice naturally fosters discipline. Integrating the sustainable environmental behaviour in the lesson plan can be another way to make the students experiencing environmental action during the learning process including Project-Based Learning (PBL) (Aliriad & Fahmi, 2025; Zakiyah et al., 2025). One of the sample experiential learning is developing water cycle learning media to improve the student learning independence (Pujiastuti et al., 2025).

Character modelling and mentoring

In the process of internalizing the value of discipline, the primary function of a teacher is to serve as a role model, providing a concrete example and a moral mentor who is consistently emotionally present for students. This finding can be seen in the following quote:

“Jadi perilaku pembiasaannya karakter anak dan ini tidak bisa sekali waktu bisa kita sampaikan kepada anak tetapi berulang kali, butuh proses, butuh pendampingan bahkan butuh contoh dan contoh itu tidak hanya untuk siswa saja tetapi seluruh warga sekolah” (R1)

It is not only for the students; the entire school community also needs exemplary behaviour in the environment. Creating a supportive school climate is very important in order to create a disciplined atmosphere among the school community (Permatasari, 2025).

Integration of active environmental learning

Active learning methods are needed to instill Adiwiyata values, enabling students to understand environmentalism, both theoretically and practically, across all subjects, in line with the current school curriculum. This finding is presented in the following interview excerpt:

“Setiap konsep ilmu pengetahuan selalu dihubungkan dengan kondisi sekitar, misalnya: perubahan wujud benda dihubungkan dengan penguapan air & krisis air bersih, dan ekosistem dihubungkan dengan kebersihan dan keanekaragaman di lingkungan sekolah.”
(R2)

Based on Figure 1, this environmentally conscious active-learning integration is closely related to optimizing resource management during the Plan stage. This is because the implementation of active learning in the classroom is highly influenced by the availability of school facilities and budget; conversely, active learning methods sometimes also require specific school facilities. The principal role also ensures the quality of teacher’s professionalism to support this Act stage process (Wityastuti et al., 2025).

At the Act stage, habituation to sustainable environmental behaviour is mutually reinforcing with role modelling and character mentoring. The habituation of disciplined behaviour will be inseparable from the important role of teachers who exemplify it. Conversely, teachers will also strive to serve as role models and companions for their students, as they observe positive outcomes from this role.

Action through habituation and example is central to the internalization of the value of discipline in Adiwiyata schools. By instilling the value of discipline in every learning process, students are encouraged to engage in environmentally friendly activities continuously. However, the sustainability of this implementation phase (Act) requires careful periodic monitoring to identify any disparities between field implementation results and the initial targets in the planning.

This empirical evidence supports Albert Bandura’s (1977) Social Learning Theory, as students internalize discipline by observing models (teachers and senior students) within a managed ecosystem. Unlike previous descriptive studies that focus on the "what" of Adiwiyata (Mangla et al., 2022), these findings highlight the "how", specifically how strategic management facilitates a participatory ecosystem that bridges the gap between environmental knowledge and daily conduct (Cebrian et al., 2025).

3. Monitoring and Outcome: Ensuring Sustainability

Monitoring serves as the critical feedback loop in Hitt’s cycle. The school uses a "continuous monitoring" approach, involving periodic evaluations of student habits.

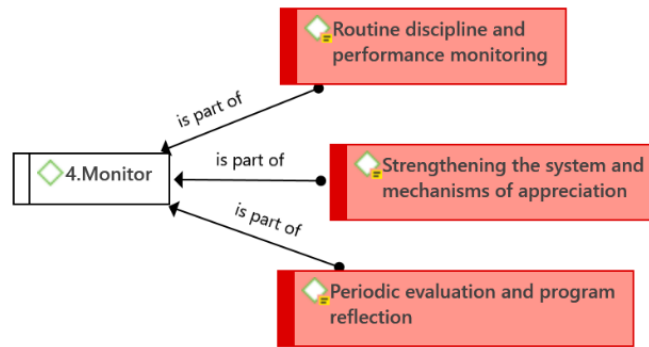


Figure 5. Stage of Supervision (Monitor)

In Hitt, Ireland, and Hoskisson's strategic management cycle, the Monitor stage serves as a quality-assurance tool for the series of actions undertaken during the strategy implementation (Act) stage. Not only does it detect obstacles that arise during implementation, but the appropriate control mechanism also helps validate implementations that align with the strategic design flow. Based on the data obtained, the researcher found three main focuses in this stage, including:

Routine discipline and performance monitoring

The process of monitoring discipline scores uses the student activity book, which must be completed daily at home and will be checked and corrected periodically by the teacher in the classroom. Student disciplinary behaviour was directly observed during school hours by teachers according to their work teams, for example, by accompanying students, warning them if they committed violations, or rewarding them if they consistently displayed disciplined behaviour, as stated in the following interview:

"Melalui buku kegiatan yang merupakan buku penghubung rumah dan sekolah kita dapat informasi bagaimana pembiasaan yang dicanangkan disekolah dilakukan oleh murid" (R2)

Regular supervision for teachers is also conducted to monitor the implementation of discipline values in classroom learning, as stated in the following quote:

"Kepala sekolah memberikan masukan konstruktif melalui observasi kelas mengenai internalisasi nilai karakter." (R6)

Strengthening the system and mechanisms of appreciation

The school implements procedures to reward students who consistently demonstrate environmentally friendly disciplinary behaviour. This award serves as a stimulus that can strengthen students' enthusiasm for internalizing the value of discipline. This finding is emphasized in the following interview quote:

"Pemberian penghargaan periodik seperti "Kelas Terbersih" untuk memotivasi kompetisi positif antar siswa." (R6)

Reward system is mostly effective to motivate the students improving their environmental discipline (Hernovianus & Amalia, 2025). In this case, the principal gives appreciation for the student disciplines every week in the end of flag ceremony session.

Periodic evaluation and program reflection

The school's regular coordination meetings, held daily, weekly, and annually, are useful for measuring program achievement, evaluating the effectiveness of implementation strategies, and reflecting on the series of activities to identify obstacles and solutions together, as seen in the following quote:

"Jadi karena ini sudah terprogram, tertata begitu ya, jadi kita bisa memberikan semacam asesmen atau ada pemetaan terkait dengan program-program mana yang ini sudah cukup, ini yang perlu ditingkatkan lagi, ini yang masih kurang-kurang ditingkatkan lagi." (R1)

In Figure 1, a related connection was found between internal and managerial obstacles at the Strategize stage and periodic evaluation and program reflection at the Monitor stage. Based on these findings, it can be concluded that the school considers the results of identifying obstacles and challenges in the initial stages of the cycle as evaluation material during supervision.

In addition to correcting shortcomings in the internalization of discipline through careful routine supervision, the school also strengthens environmental discipline awareness through the rewards it provides. The shortcomings and obstacles identified during supervision were addressed immediately through joint evaluations at each coordination meeting, ensuring the expected internalization of environmental discipline values. Success in this Monitor stage will be the gateway to the outcome.

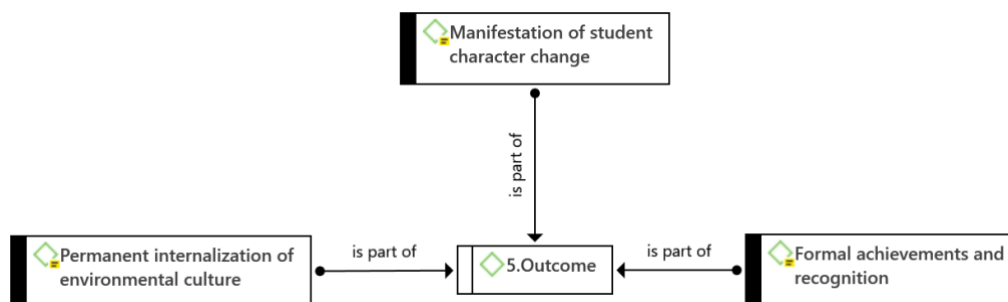


Figure 6. Stage of Strategy Result (Outcome)

Achieving results (outcomes) is the final stage of the strategic management cycle and the culmination of a series of formulations, planning, actions, and monitoring. At this stage, the internalization of discipline is no longer understood as a mandate; instead, it becomes an identity inherent in all school members. Based on the data analysis results, the researcher grouped this stage into three tangible outcomes, including:

Manifestation of student character change

The spontaneous emergence of students' disciplined behaviour in handling matters related to the surrounding environment, performed without prompting from supervisors, is a benchmark of the manifestation of student character change. This is also emphasized in the following interview excerpt:

"Contoh kesadaran siswa salah satunya yang paling sederhana itu dengan membersihkan laci yang ada sampah plastik saat pelajaran terakhir sebelum pulang," (R4)

Formal achievements and recognition

The achievement of the Adiwiyata Mandiri school at the provincial level is recognition that signifies the school has successfully become a model in strengthening environmental discipline character for surrounding schools. This achievement will undoubtedly serve as a blueprint for future strategies to ensure the sustainable internalization of other noble values. The following quote supports this statement:

"Karena kedepannya setelah adiwiyata tingkat provinsi ini kan maju lagi ke adiwiyata nasional mandiri Jadi masih berkelanjutan dan itu sebenarnya tidak ada putusnya karena ini tentunya adalah penghargaan di adiwiyata" (R1)

Permanent internalization of environmental culture

The environmentally conscious school grounds have become a habit practiced continuously and passed down sustainably by the school community, including students, teachers, and staff, and can even influence the surrounding community's culture, such as among parents and residents near the school. This data aligns with the following interview quote:

"Perubahan yang tampak pada siswa adalah meningkatnya kesadaran bersama, berkurangnya pelanggaran kecil, serta munculnya budaya saling mengingatkan antar siswa." (R5)

Based on Figure 1, a relationship was found between the manifestation of student character changes and the formalization of the Adiwiyata policy and curriculum in the Plan stage. This is because the function of official policies and the alignment of the curriculum with the program will influence the character of students formed as the final result. A similar relationship was also found between achievement and formal recognition, with the synergy of the education ecosystem, as formal recognition would be challenging to obtain without the support of relevant parties, such as the Environmental Agency and the community.

The tangible results from all stages of this strategic management cycle will serve as feedback for the next cycle, enabling the Adiwiyata program to operate continuously and sustainably as a long-term school initiative.

The outcome, as evidenced by interview respondent R5, shows a "mutual reminding culture" among students:

"Perubahan yang tampak pada siswa adalah meningkatnya kesadaran bersama... serta munculnya budaya saling mengingatkan antar siswa."

This indicates a deep internalization where discipline is no longer coerced but self-regulated, a goal central to Sustainability Education Frameworks (Baena-Morales et al., 2023). The synergy of the education ecosystem is crucial here; formal recognition and character changes would be challenging to obtain without the support of relevant parties, such as the Environmental Agency and the community.

Comparison with Previous Studies

While existing national studies in Indonesia often highlight the bureaucratic success of Adiwiyata (Masykuroh, 2024), this study finds that bureaucratic titles are insufficient without

a functional strategic management cycle. Compared to international cases in "Green Schools" (Cebrian et al., 2025; Cebrián et al., 2022, 2025), SD Muhammadiyah Condongcatur demonstrates a unique resilience by integrating local Islamic values with modern strategic management. This integration creates a more culturally resonant internalization process that is often missing in purely secular sustainability programs.

Theoretical and Practical Implication

This study extends Hitt's Strategic Management Model by successfully adapting it to the elementary education context. While Hitt originally focused on corporate competitiveness, this research proves that the cycle is equally effective for "cultural competitiveness", the ability of a school to transform its organizational culture into a disciplined, environmentally-conscious environment. It adds a pedagogical dimension to a traditionally business-oriented theory.

As the practical implication, for school principals, a leadership must deal with transition from being purely "pedagogical leaders" to "strategic managers" who oversee the entire cycle to ensure value consistency. And for the policymakers, Adiwiyata evaluations should focus less on administrative documents and more on the evidence of a functioning management cycle that ensures the long-term sustainability of student values.

CONCLUSION

This research concludes that the process of internalizing disciplinary values through a strategic management cycle is a continuous, interconnected flow. The cycle begins with strategy formulation (Strategize), which serves as a prerequisite for developing a mature plan (Plan) by establishing a visionary commitment, identifying institutional challenges, and leveraging ecosystem synergies. This neatly structured plan is then realized through the implementation of active learning strategies (Act) in students' daily lives, supported by rigorous monitoring (Monitor) to reflect on and correct shortcomings. Ultimately, this systematic process serves as a bridge to achieving strategic outcomes, formal recognition and sustained behavioural changes, thereby fostering a sustainable school culture.

Theoretically, this study extends the application of Hitt's Strategic Management Model by demonstrating its efficacy within an elementary education setting. It proves that management logic, when integrated with Social Learning Theory, can effectively bridge the "knowledge-action gap" in character education. Practically, these findings provide a roadmap for school administrators in Adiwiyata schools to move beyond administrative compliance toward a genuine cultural transformation. This research suggests that disciplinary values are most effectively internalized when they are managed as a strategic organizational priority rather than as isolated pedagogical tasks.

Despite its contributions, this study has limitations that should be acknowledged. As a single-case study focused on SD Muhammadiyah Condongcatur, the findings may not be directly generalizable to all educational contexts, particularly those with different socio-economic or geographical backgrounds. Furthermore, while the study identifies the stages of the management cycle, it does not quantitatively measure the long-term impact on student behaviour over several years.

Future research should consider adopting a multi-case study approach or a longitudinal design to compare the effectiveness of this strategic management cycle across diverse school types (for example: public vs. private or urban vs. rural schools). Additionally, integrating quantitative metrics to assess the degree of value internalization could provide a more comprehensive understanding of the relationship between strategic management and character formation in the digital era.

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