

THE ROLE OF SANTRIWATI IN WASTE MANAGEMENT TALCOTT PARSON'S FUNCTIONAL STRUCTURAL PERSPECTIVE

Sofiyatun^{1a}, Abdul Rokhim^{2b}, M. Muhibbin^{3c}

¹²³ Universitas Islam Malang, Kota Malang, Indonesia

sofiyatun121099@gmail.com
abdulrokhimsda@gmail.com
mohammad.muhibbin@unisma.ac.id

(*) Corresponding Author
sofiyatun121099@gmail.com

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ABSTRACT

This research aims to analyze the role of female students in waste management based on Talcott Parson's imperatives. This research is empirical juridical research with a juridical approach through legal studies related to the research topic and an empirical approach through sociological facts in the field. This research provides a more comprehensive picture regarding the role of female students in waste management and effective and efficient regulatory strategies in waste management. The results of this research are that the role of female students is carried out by taking concrete actions in minimizing waste, sorting waste, utilizing waste, and understanding materials in waste management in formal institutions and Islamic boarding school environments. Waste management is carried out in line with Talcott Parson's imperative called AGIL (adaptation, goal attainment, integration and latency) with the existence of waste management activities that are intracurricular, co-curricular and extra-curricular in formal institutions and at the Islamic boarding school level.

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INTRODUCTIONS

In the 19th century, awareness of the adverse impact of environmental damage on the survival of living things began to grow. As time goes by, awareness of the importance of protecting the environment is increasing. At the end of the 21st century, a community movement that prioritized environmental conservation, especially in waste management, began to emerge. Waste has become a problem that plagues society at large, from the local to international levels.(Armadi, 2021)

The increase in population and the consumptive lifestyle of the community has contributed to the increase in the volume of waste. The lack of awareness of the importance of reducing waste, as well as the lack of optimal waste management infrastructure, also causes the volume of waste to increase. Waste management has become a complex issue that requires a comprehensive approach. (Adeliani et al., 2019)

Solving the waste problem comprehensively requires the participation of the government, the private sector, and the community. The government has issued various regulations related to environmental conservation, including in terms of waste management. However, the main challenge faced is the lack of public awareness in overcoming the current waste problem. The effectiveness of this regulation will be more realized if the community is active in efforts to preserve the environment, especially in efforts to minimize waste and manage waste properly (Setyawati & Siswanto, 2020)

Waste management has become one of the actions implemented by educational institutions, including schools and Islamic boarding schools. In Indonesia, a number of schools have been recognized as "Adiwiyata Schools" with awards at both the independent and national levels. The principles of environmental conservation are applied comprehensively in the school's activities. In addition, Islamic educational institutions such as Islamic boarding schools also participate in environmental care movements. (Suryanto, 2020)

In Indonesia, there are around 36,600 Islamic boarding schools with the number of active students reaching 3.4 million. Pesantren has great potential in waste management because of the large number of students, but there are still challenges such as behavior of not caring about waste around the pesantren. Waste management activities in Islamic boarding schools currently tend to focus on organic waste for compost production, while inorganic waste management requires a new approach to optimization. (Aulia et al., 2017)

Waste management in Islamic boarding schools is a new innovation in environmental conservation. However, adequate regulations are still needed to optimize the role of students in waste management. This optimization can be achieved by applying the values of the character of the pesantren in environmental maintenance. The problem of waste that continues to increase without handling will have a negative impact on survival. Islamic boarding schools, with a large number of students, have great potential in bringing about social change and becoming pioneers in environmental conservation through waste management. (Hasan, 2016) (Khairani & Fauzi, 2023)

The study found several previous studies, namely: (1) research conducted by Saskia which examined early marriage in Wringinanom village generally occurs in couples under the age of 19, with implications of structural functionalism that includes *Adaptation*, *Goal Attainment*, *Integration*, and *Latency*; (2) research conducted by Aghni and Kushanjana which examined the relationship between the Majelis Desa Adat (MDA) of Badung Regency and the Regional Government in the development of regional tourism, shows that MDA faces regulatory and bureaucratic obstacles but still carries out its function to achieve social stability. (Nugraha & Kushandajani, 2024)

This study aims to understand the role of students in waste management at the Annuqayah Islamic Boarding School, which is analyzed with the Talcott Parsons theory approach. Thus, this research is expected to provide a more comprehensive understanding of the role of students in waste management as well as effective and efficient regulatory strategies in waste management in Islamic boarding schools.

RESEARCH METHODS

The method of this research is juridical-empirical. Juridical approach through legal review of Law No. 32 of 2009 concerning Environmental Protection and Management, Law No. 18 of 2008 concerning Waste Management and Government Regulation No. 81 of 2012 concerning Household Waste Management and Household Similar Waste. An empirical approach through sociological facts in the field that is studied with Talcott Parsons' *functional structural*

theory. This research was conducted at the Annuqayah Putri Islamic Boarding School. The selection of this location is based on the possibility of a more in-depth analysis and the context of specific roles and responsibilities related to waste management as seen from the context of social relations in the Annuqayah Putri Islamic Boarding School.

The source of data in this study is in the form of primary data obtained from the secondary data field obtained through legal studies and literature that intersects with the topic of the problem. Data collection techniques are carried out through literature obtained by study, data management in government regulations and other literature and field data collection obtained by observation and interviews. The resource persons of this research are active students, administrators and environmental activists in Islamic boarding schools. Data analysis in this study is through data collection, data reduction, data presentation and drawing conclusions related to the topic of the problem being studied. (Rachman et al., 2024)

RESULTS AND DISCUSSION

Waste is the residue of human activities or natural processes in the form of solids, liquids, and gases. Stacks of garbage produced by humans will disrupt the aesthetics of the environment, especially those that contain chemicals or plastics, will pollute the soil, decrease fertility, and disrupt the food chain in the ecosystem. The problem of waste is a problem faced by local, regional and international communities. (Yusuf et al., 2023)

Comprehensive problem handling is the right solution. Comprehensive handling will involve various parties, ranging from the government, the community and the private sector. The involvement of parties in the waste management system will have a positive influence on environmental conservation initiatives. In dealing with waste problems, rules in environmental management and waste management are regulated in UUPPLH No. 32 of 2009 concerning environmental protection and management. (Juniartini, 2020)

When referring to Law Number 32 of 2009 concerning Environmental Protection and Management, there is no direct mention of the role of *santriwati* as a subject in environmental management. In general, the role of *santriwati* can be implicitly shown in Article 70 which states that:

- a. The community has the right to *adaptation, goal attainment, integration and latency* of environmental management.
- b. The community can play a role in tackling environmental pollution, including by:
 1. Social supervision.
 2. Giving suggestions, opinions, proposals, objections, complaints.
 3. Submission of information and/or reports.
- c. The role of the community is carried out to:
 1. Increase awareness in environmental protection and management.
 2. Increase independence, community empowerment, and partnerships.
 3. Growing and developing the community's capabilities and pioneering.
 4. Growing and developing the immediate responsiveness of the community to carry out social supervision.
 5. Developing and maintaining local culture and wisdom in the context of preserving environmental functions.

Based on this article, students have the same rights and opportunities and the widest possible opportunity to play an active role in environmental protection and management. The participation of students in waste management is also regulated in Law No. 18 of 2008 concerning waste management as an obligation of the community, the business world, and the government in waste management. Community participation is also affirmed in article 21 which states

that the community is obliged to reduce the generation of waste that can cause pollution, separate organic and inorganic waste, and process waste independently.

Policies in waste management are clarified in Government Regulation No. 81 of 2012 concerning the Management of Household Waste and Similar Household Waste contained in article 29. In overcoming pollution caused by waste, the community has an important role in reducing the generation of waste that can cause pollution. Representation of this role can be in the form of social supervision, provision of facilities, opinions, proposals, objections, complaints and be the delivery of information related to waste management and environmental conservation. As a student, she has an important role in preserving the environment. This role is not only limited to maintaining cleanliness, preventing environmental pollution in Islamic boarding schools, but also implementing Islamic values that uphold nature conservation. (Irma et al., 2022)

The lessons and curriculum used in the previous pesantren were still traditional, limited to teaching Islamic religious sciences without any general subject matter. The changing times also have an influence on the education system in Islamic boarding schools (Hasan 2016). Islamic boarding schools today are starting to establish formal institutions such as MI/SD, MTs/SMP, MA/SMA/MAK/SMK to universities. The materials and curriculum used are also the same as educational institutions in general. (Duncan, 2020)

The Annuqayah Putri Islamic Boarding School as a semi-modern Islamic boarding school has a role in environmental management, both in the pesantren environment and formal institutions. The Annuqayah Putri Islamic Boarding School has extracurricular activities in formal institutions and autonomous institutions in Islamic boarding schools that focus on waste management activities. Waste management as a process that includes the collection, transportation, processing, and disposal of waste. (Suryanto, 2020)

The role of students in waste management at the Annuqayah Putri Islamic Boarding School is carried out through the discipline of activities aimed at environmental conservation. Waste management means real actions and habits built by students. Waste management activities at the Annuqayah Putri Islamic Boarding School include: first, minimizing waste. Waste reduction is one of the effective solutions to preserve the environment. This action is carried out by requiring students not to wear disposable sanitary napkins and requiring students to use plastic tires and reducing the use of single-use containers with the aim of minimizing excessive plastic use. Plastic tirakat and restrictions on the use of disposable containers are sought by requiring students to have personal furniture, both plates, bowls and drinking bottles. For this activity, the pesantren management collaborates with school canteens and Islamic boarding school canteens to not provide the use of disposable containers and not to sell water with disposable bottles. (Suryanto, 2020) (Khairani & Fauzi, 2023)

Second, sorting organic, inorganic and recyclable and non-recyclable waste. Waste sorting is the basis of waste management actions. Waste selection and waste utilization are carried out as a strategy in building the character of caring for the environment. The waste sorting carried out at the Annuqayah Putri Islamic Boarding School is not only sorting organic and inorganic waste, but to build the character of caring for the environment, the waste in the pesantren is also calculated and ranked for the dirtiest and best class or room. This is intended to encourage students and build awareness of students in caring for the environment to be more responsible for personal waste. Waste sorting is expected to be the basis for building environmental awareness for students. (Putranto, 2023) (Warjoto & Barus, 2021)

Third, waste utilization. Organic waste is used to make organic fertilizer (compost) and fruit POC. Inorganic waste that is still economically valuable is sold and plastic waste is used as handicrafts such as clicks, flowers, and bags. As for waste that really cannot be used will be burned or end up in the Final Disposal Site. Waste utilization is one of the most important actions in waste management. The utilization of organic waste will improve the quality of

the environment and the use of inorganic waste will be a small step in reducing and preventing sustainable environmental damage. (Purnami, 2021)

Fourth, the establishment of environmental care communities in formal institutions as extracurricular activities and autonomous institutions in Islamic boarding schools. The environmental community was formed to accommodate the students to be more concerned about the environment. Extracurricular activities and autonomous institutions in the form of sorting, utilization, and waste reduction. The establishment of a community will provide a space for discussion for students to be more creative and add insight in waste management. (Fathurrahman et al., 2022)

Environmental activities at the Annuqayah Putri Islamic Boarding School are also strengthened by the existence of environmental materials in formal institutions and special events held by environmental activists both at the formal education level and Islamic boarding schools. The material provided was in the form of an understanding related to waste pollution, the dangers of waste, and waste utilization. Effective environmental management requires a capable understanding of waste management. (Nainggolan et al., 2023)

Environmental activities are aimed at building environmentally friendly Islamic boarding schools. Environmentally friendly pesantren are intended to build the habits of students to care more about the environment both personally, in groups, and in general. Environmental care requires real action in daily life. The activities of santriwati in waste management are seen by using energy and natural resources wisely, reducing waste through personal actions, and being responsible for their personal waste.

Planting environmental care regarding deep awareness, deep thinking related to environmental care and coaching in action will be a fairly effective effort to form the character of environmental care. Character cultivation not only instills a foundation of right or wrong in a matter, but helps to feel good character values. Environmental care actions carried out by students of the Annuqayah Putri Islamic Boarding School are a form of effective active participation in environmental conservation and build a foundation in environmental conservation. (Aspan, 2021)

Success in environmental maintenance programs requires influence, advocacy, and dedication by pesantren administrators and those responsible for waste management. This dedication is to influence the actions and behavior of students, so that the cultivation of environmental care character in waste management is not only rhetoric. In building environmental awareness, students also need synchronization from the authorities related to the policies set at the Islamic boarding school. (Armadi, 2021)

The dedication built at the Annuqayah Putri Islamic Boarding School is carried out through three approaches, including: first, formal education with environmental care education materials in formal educational institutions and seminars or discussions filled by ustadzah (administrators) at the pesantren. Second, informal education is carried out by accommodating students through a form of community care for the environment both in formal institutions and in Islamic boarding schools. Third, non-formal education is carried out in the form of education through unstructured activities, such as lectures, discussion activities, or visits to places related to the environment. These activities can be used to provide knowledge and skills to students on how to manage waste and how to protect the environment.

Talcott Parson's Functional Imperative in Waste Management at the Annuqayah Putri Islamic Boarding School. Talcott Parsons was one of the most influential sociologists in America in the 20th century. Parsons has a concern for humanitarian issues within the scope of the social environment. The idea is known as the theory of structural functionalism. This idea sees society as a social system that is interdependent and influences each other. The social system that exists in society tends to have gradual and not revolutionary changes. (Aspan, 2021)

Talcott Parson also developed the concept of functional imperatives in making existing systems in society sustainable. Talcott Parsons' functional imperative is called AGIL (*adaptation, goal attainment, integration, and latency*). *Adaptation* as a system that shows that people must interact with social changes that exist in the surrounding

environment both internally and externally. *Goal attainment*, meaning that the existing system in society has a clear goal to achieve. Integration as a system in society has rules in managing the social balance in society. Latency as a value system of transformation and confrontation that exists in society that has a function to complete, maintain, and improve the social circle in it. (Sulistiawati & Nasution, 2022)

Talcott Parson's theory of functional imperative concept is a concept to create a survival system or what is called AGIL (*adaptation, goal attainment, integration, and latency*) in the waste management system at the Annuqayah Putri Islamic Boarding School can be seen as follows:

First, *Adaptation*, which is the process of adapting character values in the pesantren environment. Pesantren as an Islamic educational institution has a role and rules in building the concept of waste management. The ecosystem in the pesantren will influence students to adapt to waste management and environmentally friendly pesantren management. The adaptation of waste management that has been carried out by the Annuqayah Putri Islamic Boarding School is carried out with several approaches, including:

- a. Integrating the values of caring for the environment in the Islamic education curriculum and environmental education materials in formal institutions. In addition, students are also taught the concept of natural balance and human responsibility in protecting the environment in Islamic religious subjects and the study of general books in Islamic boarding schools.
- b. The establishment of extracurricular activities and autonomous institutions that focus on the waste management movement.
- c. Building an environmentally friendly pesantren environment. Environmentally friendly Islamic boarding schools are intended to save water and electricity use. Doing good waste management.
- d. There is cooperation related to waste management. Cooperation is carried out with the school canteen and the Islamic boarding school canteen. (Sudrajat et al., 2025)

Second, *goal attainment*, which is the goal of planting character education in waste management (. The purpose of character education is important in making decisions in accordance with the goals. At this stage, it can also be referred to as the initial stage of cultivating education in waste management character. At this stage, the Annuqayah Putri Islamic Boarding School sets the goal of waste management. The goal and target is that students can behave environmentally friendly in waste management with personal awareness in reducing waste, waste sorting, and waste utilization.

The goal of the Annuqayah Putri Islamic Boarding School is to be used as a program in the implementation of environment-based character education. So that the goal can be realized with proper planning and calculation. This goal is realized in several activities at the Annuqayah Putri Islamic Boarding School, including:

- a. Students are taught to save water, electricity and students are also required to use plastic tirakat by reducing the use of plastic waste and other disposable containers, so that students have their own containers and drinking bottles and do not buy bottled water. In addition, students are prohibited from using disposable sanitary pads.
- b. Students are required to sort organic and inorganic waste.
- c. Good waste management, such as by implementing the 3R (*Reduce, Reuse, Recycle*) system.
- d. There is the planting of materials related to the environment at the level of formal institutions and Islamic boarding schools. (Putranto, 2023)

Third, integration, namely the harmony of all existing social systems of the Annuqayah Putri Islamic Boarding School. Integration of the cultivation of waste management character education is integrated with intracurricular, co-curricular and extracurricular. Intracurricular integration through environmental education in the curriculum of formal

institutions, co-curricular integration through extracurricular activities such as habituation by ordering rules in waste management, and integration of extracurricular activities through the development of interests and talents, namely the existence of extracurricular activities and autonomous institutions in waste management. This integration stage is a catalyst that accelerates efforts to cultivate character education and students' understanding of the importance of waste management. (Juniartini, 2020)

The fourth *latency* is the implementation of maintaining the character of environmental care in waste management at the Annuqayah Putri Islamic Boarding School. This stage is an important stage so that the environment-based character continues to be sustainable, so that the character of caring for the environment becomes a culture in the pesantren environment and in the community when the students have returned to blend with the community. (Setyawati & Siswanto, 2020)

Activities that support the cultivation of character education that have been carried out well continue to be maintained and even developed. The environmental care system that is built is in harmony with *latency* with the internalization of the values of the character of students in caring for the environment through application in daily life both in the pesantren environment, schools are expected to continue in the community.

CONCLUSION

The findings in this study show that the role of students of the Annuqayah Islamic Boarding School is carried out with real actions by minimizing personal waste, waste sorting, and the use of organic and inorganic waste which is maximized by the formation of extracurricular activities in formal institutions and autonomous institutions that are active in the environmental field. The efficiency of waste management actions at the Annuqayah Putri Islamic Boarding School is carried out with an understanding of the material through a formal education curriculum related to waste management and environmental conservation. The role of santriwati in waste management is in line with Talcott Parson's imperative as seen from the existence of intarcucular, co-culinary and extracurricular activities.

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