Integration of Nuanced Islamic Learning Environmental Education at Adiwiyata School
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Source : Jurnal Ilmu Sosial Mamangan, Volume 8, Issue 2, July-December 2019
Publisher : Laboratorium Pendidikan Sosiologi, STKIP PGRI Sumatera Barat

To Cite This Article:
INTEGRATION OF NUANCED ISLAMIC LEARNING ENVIRONMENTAL EDUCATION AT ADIWIYATA SCHOOL

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ABSTRACT

The purpose of this study is to integrate religious learning in environmental learning in Adiwiyata schools. Problems, Environmental Education in raising awareness to play a role in maintaining, preserving and preserving the natural environment that is carried out but the reality on the ground is low character of environmental care. Methods This research was conducted at Adiwayata School, SDN 02 and SDN 04 Tarandam, Padang. The subject of the research was class students using a qualitative approach, findings, the target of the integration process of Islamic religious education and the environment in the Adiwiyata school, was the development of physical strength and mental quality that is characterized by being environmentally friendly. The results of the study point to the improvement of the Environmental Concern Character at Adiwiyata school.

Keywords: Integration, Religion, Adiwiyata Environmental Learning.

INTRODUCTION

Religious learning or Islamic Religious Education (PAI) is education that provides knowledge and shapes the attitudes, personalities and skills of students in practicing Islamic teachings which are carried out through subjects at all lines, levels and types of education (Zulmuqim 2013). Religious learning or PAI aims to develop the ability of students to understand live and practice Islamic values (Al-Syaiibany and Al-Toumy 2001), harmonize their mastery with science and technology and art (Arifin 2003). Religious learning or PAI functions to instill the value of Islamic teachings as a guide to achieving happiness in life in the world and the hereafter, in order to increase faith and piety to Allah SWT and the noble morals of students as optimal as possible on the basis of the Koran and al-Hadith (Nata 2006), which have been instilled first in a family environment (Daradjat 2008). Mental adjustment of students to the physical and social environment. Correction of mistakes, weaknesses of students in beliefs, the practice of Islamic teachings in everyday life. Prevention of students from the negative impacts of foreign culture that are faced everyday (Departemen Agama RI n.d.). Teaching about religious knowledge both theory and practice and channeling the interests of students in the Islamic field as
well as aligning the basic potential (fitrahmukhallaqah) of students with religion (fitrahmunazzalah) as a reference for life so that students continue to run on Islamic values (Muhaimin 2004).

Environmental Education (PLH) is education that provides knowledge and shapes the attitudes, personalities and skills of students in raising awareness to play a role in maintaining, maintaining and preserving the natural environment which is carried out through subjects at all lines, levels and types of education. PLH aims to increase students' awareness of the environment wherever they are. Raise awareness to respect nature and all its order as one of God's creations. Develop curiosity, positive attitudes and awareness about the existence of relationships that affect each other, the environment, technology and society. Understanding maintaining the safety of yourself, others and the environment (Assahary 2015).

Understanding linguistically character by Anas Salahuddin & Irwanto Alkrienciechie gives several meanings including: Character is innate, heart, soul, personality, character, behavior, personality, character, character, temperament, or character. Character refers to a series of attitudes, behaviors, motivations, and skills. Character is the character, character, character, or personality of a person that is formed from the internalization of various virtues that are believed and used as a basis for perspective, thinking, acting and acting. Character is a way of thinking and behaving that is the hallmark of every individual to live and work together either family, community or nation (Salahudin and Alkrienciechie 2013).

Furthermore, based on the importance of character or character in education so that Allah enshrines it in the Qur'an surah Al-Qalam: 4 which translates: "And surely you are truly virtuous in character" (Departemen Agama RI 2017).

The above verse is the key of how much God emphasizes the humanity to have character or character in various aspects of life, this is proven by the sending of the Prophet Muhammad to perfect human morals, and in his life practice he is known as having a great morality and deserves to be emulated. According to SukroMuhab, quoted by Anas Salahudin in his book Character Education, Because of the exemplary character and character of the Prophet Muhammad, this moved me to Mahatma Gandi by stating: "I am more than convinced that it is not a sword that gives awareness to Islam in its time, but, it comes from Muhammad's simplicity, simplicity, caution and extraordinary devotion to his friends and followers, his determination, courage and belief in God and his duties (Salahudin and Alkrienciechie 2013) "According to AgusWibowo that character education is character education plus, that is, character education involving cognitive aspects (cognitive), feelings (feeling), and action (action). Implementation of character education in schools develops character education with 4 (four) approaches, namely exemplary, learning, empowerment and acculturation, strengthening (Wibowo 2013).

Based on the description above, in general the formulation of the problem to be investigated is how to improve the character of caring for the environment. The results showed that Islamic Education nuanced Environmental Education in Adiwiyata schools can improve the character of environmental care in students.

**RESEARCHMETHODS**

This research was conducted at Adiwayata School, SDN 02 and SDN 04 Tarandam, Padang. The research subjects were grade IV students of SDN 02 SDN and SDN 04 Tarandam Padang city using a qualitative approach. Kunandar said that "a qualitative approach was used because the resulting data was in the form of information in the form of sentences that provided a description of student expressions related to the level of understanding of the subject
(cognitive), views or attitudes of students towards new learning methods (affective), student activities following the lessons, attention, enthusiasm in learning, confidence, motivation to learn and the like " (Kunandar 2008).

Data obtained from the subject to be studied, namely the teacher and students with various aspects of behavior and activities during the learning process. Data collected by technique that is observation. While the instruments used in this study include: observation sheet.

The data analysis technique used is qualitative data analysis, which is the results of observations and field notes about the learning design prepared for the learning process activities, the activities of the teacher and students during the learning process. Data analysis begins with a review of data collection until it is collected. Then the data is reduced based on the problem under study, followed by the presentation of the data and concluding the data.

Data analysis is performed on data that has been reduced both planning, implementation and evaluation activities. Data analysis is done separately, this is intended so that various information that can support learning and hinder learning can be found. Thus the development and improvement of various deficiencies can be carried out precisely on the aspect that has an issue.

**RESULT SAND DISCUSSION**

Adiwiyata School is an environmental care school program. This program is an effort to foster and develop the environment, initiated by an agreement between the Ministry of Environment and the Ministry of National Education (head number 07 / MENLH / 06/2005 and number 05 / V1 / KB / 2005) and later the decision was followed by the Ministry Religion. For the sake of smoothing the Adiwiyata school program, all school members are involved in various environmental learning activities. Besides that, the school is expected to involve the surrounding community in activities that are beneficial to both the school community, and the surrounding community in the form of activities, among others: 1) holding extra-curricular activities in the field of environmental participation based on school. 2) participate in environmental action activities carried out by people outside the school. 3) building partnerships for the development of environmental education in schools. These three activities are efforts to develop participatory-based activities.

**A. Development of Adiwiyata School Practices Standards**

**Relationship with Allah SWT;**
1. Say Basmalah in the Adiwiyata school environment
2. Saying Hamdalah and Gratitude in the Adiwiyata school environment
3. Worship in the Adiwiyata school environment
4. Recite the Two Sentences of Creed in the Adiwiyata school environment
5. Hear the Acts of the Apostles in the Adiwiyata school environment
6. Listening to Islamic songs in the Adiwiyata school environment
7. Saying Thoyyibah sentence in the Adiwiyata school environment
8. Memorizing Some Short Letters in the Adiwiyata school environment
9. Reading the Qur'an in the Adiwiyata school environment
10. Love practicing Writing the Koran in the Adiwiyata school environment
11. Imitate the Exemplary Behavior of the Apostles in the Adiwiyata school environment
12. Following the Prophet Muhammad’s Birthday in the Adiwiyata school environment
13. Wudu 'When Praying to Pray in the Adiwiyata school environment
14. Pray in the Adiwiyata school environment
15. Implement / Pay Zakat Fitrah in the Adiwiyata school environment
16. Purification in the Adiwiyata school environment
17. Perform Fardhu Prayers on Time at Adiwiyata School
18. Dhikr After Prayer in the Adiwiyata school environment
19. Reading religious books in the Adiwiyata school environment
20. Actively involved in religious activities at Adiwiyata school
21. Practicing the Management of Bodies at Adiwiyata School

Relationship with Self:
1. Maintain health and hygiene in the Adiwiyata school environment
2. Rapih in the Adiwiyata school environment
3. Discipline in the Adiwiyata school environment
4. Be honest in the Adiwiyata school environment
5. Responsible in the Adiwiyata school environment
6. Achievement and Islamic Appearance in the Adiwiyata school environment
7. Arrange Schedule of Daily Activities in the Adiwiyata school environment
8. Developing Self Talent and Potential in the Adiwiyata school environment
9. Not excessive dress up in the Adiwiyata school environment

Relationships with Humans:
1. Be polite to parents, teachers, in the Adiwiyata school environment
2. Be polite to friends in the Adiwiyata school environment
3. Be polite to teachers in the Adiwiyata school environment
4. Associating with the community in the Adiwiyata school environment

B. Development Adiwiyata School Extracurricular Standards

Extracurricular activities are efforts to strengthen and enrich values and norms as well as the development of personality, talents and interests of Islamic religious education students that are carried out outside intracurricular hours in the form of face-to-face or non-face-to-face in the Adiwiyata school environment.

The aspects of practice and mastery of the scriptures, faith, devotion, noble morals, worship, history, art, and Islamic culture, carried out outside the intracurricular hours, through the guidance of PAI and PLH teachers, teachers of other subjects, education staff and other competent personnel who are competent held at school or outside the Adiwiyataschool.

1. To strengthen the integration of PAI and PLH
2. To strengthen the experience of integrating PAI and PLH
3. As an enrichment of the integration of PAI and PLH
4. Integration of PAI and PLH as favorite media for Adiwiyata school students

Type
1. PesantrenKilat (SANLAT) in the Adiwiyata school environment
2. Habitation of Noble Morals in the Adiwiyata school environment
3. Read Write Al-Qur’an (BTQ) in the Adiwiyata school environment
4. Ramadhan Worship (IRAMA) in the Adiwiyata school environment
5. Spiritual Tourism (WISROH) in the Adiwiyata school environment
6. Spiritual Islamic Activities (ROHIS within the Adiwiyata school environment
7. PAI and PLH Art Week (PENTAS) in the Adiwiyata school environment
8. Commemoration of Islamic Holidays (PHBI) in the Adiwiyata school environment
D. Development Adiwiyata School Practices Standards

The development of content standards makes schools concerned and environmentally sound, including:

1. Strengthening Environmental Lovers in the Adiwiyata school environment
2. School Waste Management in the Adiwiyata school environment
3. Cultivation of Adiwiyata school toga, fish, birds and poultry
4. Integration of Environmental Issues into all Subjects
5. Environmental Campaign based on Islamic values.

C. Development Adiwiyata School Extracurricular Standards

The steps of planning at Adiwiyata School are to determine the subjects that will be combined, namely religious education and the environment, determine basic competencies and indicators to be integrated, to divide the themes to be used and then to arrange matrices, arrange thematic calendars and design learning.

Mapping subjects and important themes is done in Adiwiyata schools to improve the character of environmentally friendly care so that more souls in students.

During this time the existing conditions in the elementary school adiwiyata theme of character (in religious education) with the theme of my environment clean and healthy (in environmental education) separate in the learning process each spent 4 weeks in the discussion.

Thus, it is necessary to simplify the theme of one main theme into three sub themes and sub themes developed into three materials so that learning is more systematic, objective, clear, testable and critical.

The form of efforts to implement character education in Adiwiyata schools is to develop character education with 4 approaches, namely exemplary, learning, empowerment and acculturation, strengthening. This can be measured in the form of a change in attitude from the school head who already understands the vision and mission of the Adiwiyataschool. 70% of Adiwiyata school teachers have understood the vision and mission of the school. 40% of Adiwiyata school students have understood the vision and mission of the school. Adiwiyata, four school committees understood Adiwiyata’s vision and mission.

CONCLUSION

The teachers and Adiwiyata school students who are dynamically trying to increase knowledge related to the environment. Such habits are good behavior and need to be guided so that the environmentally friendly character of Adiwiyata school students develops according to the vision and mission of the program. To achieve this, integration of religious education and the environment in Adiwiyata schools is needed to improve the character of environmentally friendly care. Although the actual environmental education has been contained in religious education and other subjects. However, the contents of the "environment" can be actualized in Adiwiyata schools because the process of these subjects is not yet integrated with religious education subjects and runs respectively. During this time the education of the environment in Adiwiyata schools in terms of methods and content which emphasizes cognitive aspects, is not perfect in the affective aspects (Islamic religious education). The target of the integration process of Islamic religious education and the environment in Adiwiyataschools, is the development of physical strength and mental quality that is characterized by environmentally friendly care.

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