

NARRATIVE EDUCATION WITH ENVIRONMENTAL INSIGHTS AT MADRASAH IBTIDAIYAH

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ABSTRACT

This study is based on the fact that the destruction of the human environment is a common issue that results in floods, forest fires, cleanliness and waste management. All of them, culminating in the conception of global warming. This condition is the main reference to be homework related to the existence of education, namely environmental education with research locations in MIN Sei Agul, Medan. Systematic implementation through the policy of the madrasa head made a superior program, namely Adiwiyata School. The application in the madrasa, eight important points were found. First, the formation of the adiwiyata school team. Second, the learning process. Third, school police. Fourth, the waste bank. Fifth, healthy canteen. Sixth, school culture. The seven is target schools. Eighth, young doctor. Ninth monitoring and evaluation. Furthermore, the support of various parties both between institutions and the support of parents of students and surrounding communities. Contribution in this study, recommends an integrated conception in environmentally oriented learning motivated by religiosity.

KEYWORDS: Education, Environment, Learning Integration

INTRODUCTION

Questioning education especially at the child level becomes a central part of the issue of human survival in the future. Because, the child's position as a generation continues to fill a better, safer, and more prosperous life. Themes raised in children's education are increasingly studied, ranging from the development of cognition, social abilities, skills, religiosity, and even studies of children's interactions with the surrounding environment and culture (HAR. Tilaar, 2012: 11). This can be an indicator that the seriousness of fostering a generation to be better than the present.

Continuing theorists' terms about the habits of human children who are more active in imitation of the surrounding environment, will lead to a need to be more serious in guiding, fostering, and transferring values. This is then organized in the process of human life which has been prioritized early on in the good development of potential. Then, the discourse that is often delivered to understand children as future generations, find an intense dialogue that is where they want to be taken? Conscious of the potential of children, as revealed normative Islam has the potential for nature as well as by Sigmund Freud who said with a white paper (tabularasa). From just these two bases of thinking, it can be understood that the recommendations of the surrounding environment have the power to develop children's potential in the future. However, these two propositions are equally recognized as having different principles. However, recognition of children's development in the future, namely Milliu (the role of the environment) is always found in the analysis. Furthermore, with a more substantive variant that

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children who start from the typical imitative, towards the concrete stage of rationalism become a special attraction for education workers or activists

The potency is already possessed by humans, with the study of the development and focus of each one is increasingly promising for the lives of future generations. The rapid changes felt by global people are then translated into real conditions, both through the human potential itself and the natural potential that is managed to make colorful variants to continue to be fully realized by the seriousness of the academic community. One of the issues that are close to human life is the environment or natural places where humans live. The study of the surrounding environment does not mean it is left to the people who have environmental studies, but all human beings who are obliged to recognize, care for, beautify, and develop the environment around each other. This is then, the strategic position of education that can provide value to human knowledge, attitudes, and behavior. In short, where do you want to take our environment? what is learning commitment like to care for nature? Case after case of human greed against illegal logging, forests cut down, competing in the construction of buildings clawing at the sky, rivers where the water flows are blocked, mountains are leveled. Everything oriented to the exploitation of nature. This is an acute issue surrounding us, which is classified in the term global warming. So, we donot be surprised when nature gets angry and do not blame God when flash floods come without confirming humans, when tornadoes take away human comfort, also when climate shifts are experienced by humans. This is all the work of human hands, like Allah. It has been preached in the Qur'an that there is real damage on land and in the sea is the work of human hands (QS. Arrum; 41). Not only the logic of history, Allah. Has given orders to humans not to damage nature, this is found by QS. Al-Araf; 56. Also found in QS. Al-Hud verse 61.

Madrasah Ibtidaiyah Negeri (MIN) Sei Agul, which is one of the educational institutions under the Ministry of Religion (Kemenag) in Medan City which is one of the educational institutions that has excellence in the field of environmental management education management. In the next concept, it is known as the Adiwiyata School. It was proven that starting from the 2014 planning, in 2015 Adiwiyata had achieved Medan city-level achievements, 2016 had Provincial achievements in 2016 and 2017 had reached the National level. Now it is preparing to achieve the Mandiri Level Adiwiyata achievement. In this study, there are two questions that will be discussed. First, how is the implementation of environmental education in MIN Sei Agul? Second, what are the supporting and inhibiting factors in the implementation of environmental education?

METHODOLOGY

The research method used is descriptive qualitative with phenomenological approach. An analysis that is described by words or sentences separated by categories to get conclusions. by collecting data by interview, observation and documentation. These three methods will be tested through checking the validity of the data, namely credibility, transferability, dependability, and confirmation.

RESULT AND DISSCUSSION

During the study, it can be recommended with the following results:

A. Enforcement of education with environmental insight

The implementation level will be found in a textual work contract to be said to be a Adi Wiyata-oriented madrasa, especially after a decree (SK) is issued from the madrasa head number: MI.02.15 / 007 / Kp.00 / 076/2015 concerning the Adiwiyata Responsibility /

Management Team . This study found that MIN Sei Agul, the city of Medan, was declared a madrasa to have these advantages. In more detail, researchers describe the following:

1. Formation of the Management Team

Seriousness in realizing madrasa with the superiority of Adi Wiyata, has become a work ethic covering the steps of the academic community. This then leads to a joint agreement through the leadership (stakeholders) of the madrasa. Positively welcomed by the teaching staff and leadership after the discovery of a joint agreement to realize MIN Sei Agul as Adi Wiyata madrasa. This happened in 2014 as a first step to entering the excellence program. By Pak Anas as the headmaster of the madrasa issued a policy to bring the MIN Sei Agul school one of the schools with environmental insights. The initial step taken is to equalize the perceptions of fellow educators and education personnel in the madrasa environment. The policy was issued for efforts that have ideals of excellence with the decision making, the formation of the adiwiyata management team under the leadership of Mrs. Fauziah, or usually called as Ivoh. The three keywords that became the spirit of the sincere team, sincerely and this collaboration the academic community was not found as a kind of complaint. Everything runs smoothly. The division of tasks (job discription) runs rhythmically and is integrated with the vision, mission and objectives of the madrasa.

2. Learning Process

The learning process carried out is a must for madrassas or schools that want to enter the Adiwiyata program. Starting from the administration of learning, for example, found in the Learning Implementation Plan (RPP). Certainly not limited to writing, but found in teaching practice. The level of implementation is equally integrated into environmental issues according to the subjects studied. For example, Lanniari Nasution's mother with the subject of the Akidah Akhak, with the theme of Adab includes human adab with the surrounding environment. The practice of etiquette that is carried out by humans like random fruit can be fatal. Ms. Rosmalinar Harahap who teaches Social Sciences (IPS) is found in the practice of integrating the values of the social environment of the community with environmental insights. The consequences of negligence or human reluctance to manage the environment will have a wide impact on the local community. Starting from the smell of garbage felt to feel the flood. Finally, Ellida Hafni was arrested by an integrated message from the level of RPP that was written with the ongoing teaching and learning practices. By carrying out Jurisprudence for MI the theme of halal haram food, healthy discussion was included. Not only is it done in the madrasa environment, but the value of the environment must be absolutely ensured that these students have a character of life that is sensitive to the surrounding environment.

In order to clarify the RPP that is environmentally friendly, the researcher describes the results of the analysis of some rpp obtained directly from the subject teacher (subject). *First*, Mrs. Teladani Siregar, S.Pd, subject of Mathematics VI grade odd semester. The competency standard calculates a simple rectangular area, area of a circle, and the volume of a rectangular prism. The basic competency is to calculate the volume of the rectangular prism and the circle tube. The purpose of learning, students can derive the volume formulas of various shapes and shapes from the volume of beams, apply volume formulas in problem solving, and students can utilize used items in the form of rectangular prisms and circular tubes for learning media. Then, the media for the pursuit of used goods in the form of rectangular and circular prisms such as milk boxes, tea powder boxes, pepsodent boxes, and milk cans. Pay close attention to what has been underlined as an instrument of evaluation for RPP with an environmental perspective. In the learning objectives to be implemented students can use used items. Also in the learning media, the teacher designs using used items to teach calculating the volume of rectangular prisms and circular tubes.

Second, RPP Indonesian subjects for the fifth grade (5) odd semester. The competency

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standard understands the explanations of resource persons and folklore verbally. Basic competence, identify elements of a people's story that is heard. And there are five-point learning goals, one of which students can respond to the problem of garbage in the surrounding environment. Certainly one of the learning objectives points mentioned by Ms. Marlina S.Pd provides support for the adiwiyata program.

Third, the RPP of English subjects taught by Ibu Dini Ambita Sari, S.Pd in fifth grade (5) stated that Competency Standards (SK) Expressing instructions and information is very simple in the school context. Basic Competence (KD) Conversing to accompany actions in an acceptable manner involving speech acts: giving examples of doing something, giving a signal, and giving instructions. And learning objectives, students can converse to give examples of doing something, can converse to give a cue, can converse to give instructions, can make assignments given teacher by utilizing used goods, and can work on making kites. The sentences outlined below are indicators of environmental insights from English subjects.

Fourth, RPP of fourth grade jurisprudence taught by Mrs. Fauziah, S.Pd.I with the discussion Living the provisions of 'Idain Prayers found environmental insights on learning objectives through demonstrations, students can practice procedures for saving water, electricity, how to share with people who are less able, and not littering when bersilaturrami.

Fifth, the third-grade social studies lesson plans taught by Ms. Karlina S. Ag with SK understand the environment and carry out cooperation around the house and at school. KD Tells the natural environment and the artificial nature around the home and school. And learning objectives, students are able to identify examples of natural and artificial environments, are able to mention examples of natural and artificial environments, are able to work together in compiling the results of discussions in groups, and are able to care for plants in the school environment. *Sixth*, first-class thematic lesson plans taught by Rosdiana's mother were mentioned Mentioning discipline at home and school (throwing trash in its place, watering plants every morning and evening) with the theme of my passion? like to exercise.

Learning archives in the form of lesson plans above are always found in the environmental element, so what about the practice in the learning process? The results of observations provide understanding when researchers come to see firsthand the learning practices undertaken, that mathematics learning is said in rpp by using used items to introduce rectangular prisms and teacher tubes with boxes of tea powder and canned milk as learning media.

3. Garbage Bank

The activity of this garbage bank involves several existing elements such as school police and young doctors as officers who are responsible for the school environment including ensuring the school environment is free of garbage. As Mr. Guntur as the education staff said that the school police worked together to guard school cleanliness from rubbish. In carrying out this garbage bank program, the school is certainly not alone. But the school has collaborated with several institutions namely tree banks and green media institutions. The collaboration with the two institutions was set forth in a memorandum of understanding (MOU) where both were agreed on December 12, 2016. Certainly this collaboration was one of the keys to success as MIN Sei Agul Medan was able to accelerate as an adiwiyata school up to the national level year this.

Based on researchers' observations, this garbage collection is done every day and weighed every Saturday morning. Where each class will bring their respective trash to be weighed by the adiwiyata team leader namely Mrs. Fauziyah S.Pd.I. As for the number of scales of each classy garbage, it will be included in the rubbish bank book held by each class. The implementation of this garbage bank received positive responses from students. Because the existence of a garbage bank book in each class, makes students more motivated to look for

every rubbish in the school environment. The rubbish is chosen to be used as handicrafts such as flower pots and other plant ornaments.

4. Little Doctor

MIN Sei Agul provides a special place to shape the character of students who care about health with a program called a child doctor. This activity is a form of direct practice that is taught to all students so that they are accustomed to maintaining health starting with a clean culture, preserving plants, protecting food, and so on. This awareness of the need for direct practice for all students is one indicator of the activities of young doctors that must be continuously developed and arranged in such a way as to form the character of learners who are environmentally minded. Mr. Thoharudin, S. Ag said that learning in the form of practice is far more effective than lectures and messages that are only delivered in class. He argues that for elementary school age children, practice should be done more by teaching students direct contact with their environment. Furthermore, this little doctor activity in collaboration with the Health Center. As for the collaboration that was built, it was stated in the MOU that was agreed on December 12, 2016.

Based on the analysis of the data obtained, it can be seen that through the activities of this child doctor, students are taught to be able to independently and skillfully recognize and differentiate so that they can avoid consuming dangerous foods such as foods that contain lots of preservatives, artificial sweeteners and improper foods consumption because it has expired. Through consistent fostering, students become hope for the realization of personalities that are able to invite people to love cleanliness, love healthy living and love the environment.

5. School Police

The school police are the creation to support the Adiwiyata program in MIN Sei Agul. However, it is not like the police in the government's shirt, which is the duty of the state in the field of maintaining security and public order, law enforcement, protection, protection and service to the community. But the school police owned by MIN Sei Agul are a group of students chosen to maintain and pay attention to cleanliness outside the classroom. Keeping up here is interpreted as preparedness for students who carry out random trash and damage plants in the school environment. If the act of littering and destroying plants around the school environment is found, the school police can remind or reprimand these students. And not to the position of punisher (law giver).

6. Healthy canteen

Like the adiwiyata school, MIN Sei Agul Medan also has a healthy canteen in the school environment. This canteen is also one of the collaboration products between the school and the puskesmas. Both parties signed the MOU on Monday 12 December 2016. An agreement to work together to create a healthy canteen between the two parties is certainly a positive thing. Because by creating a healthy canteen, of course this is a form of prevention to students from food and drinks that are not good for health. With this collaboration, parents and teachers are no longer worried about what students consume because it has been checked by the Puskesmas.

7. Clean Culture

Keeping the environment clean, neat, and healthy in the Adiwiyata program is a must. This then gave birth to a circular from the madrasa head numbered MI: 02.15 / 007 / Kp.00 / 076/2015 concerning Clean, Neat, and Healthy School Environments by giving birth to a concept of 7 K. Namely, Beauty, cleanliness, shade, neatness, orderliness, security and comfort with the coordinator in charge of Mrs. Siti Maryam, S.Ag.

The existence of a shared commitment in realizing the decree of the madrasa head and becoming ambassadors of cleanliness of each person for their respective environments makes more values (core values) to the achievements owned. This is the result of observations that

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occur in the field that, found students by themselves quoting garbage scattered without any instructions from the teacher. However, it must be admitted that the level of emotional children are still unstable who like to play. This is where the challenge is to carry out the madrasa's vision and mission. As the results of observations made, that there is a group of children who play water. In fact, values are taught that maximizing water usage. It turns out, the teacher immediately saw the incident that Mr. Muhammad, S.Pd who also occupies the position of vice chairman of the Adiwiyata team, called the group of children. The father gave an explanation of the use of water in a tone of voice that could be said to be angry. Then, the child is given a sentence (punishment) skot jump 20 times.

During the research conducted at MIN Sei Agul, it can be said that environmental cleanliness is maintained. As explained in the Trash Bank section, it has become a shared awareness and is well aware of where organic and inorganic waste is. By cultivating a clean school environment and at the same time being taught waste recycling, it adds more value to the perspective of the waste itself. That is where the strategic position of the Waste Bank is of economic value. For example, AMK plastic bottles and paper. Not even in the school environment, but also in the home environment of students.

8. Fostered Schools

Continuing the achievements of MIN Sei Agul, having a target school is a prerequisite for achieving the highest achievement at the national level that is independent. That is the point, which is being prepared and is being processed by the Adiwiyata team. Mrs. Fauziah as the team leader explained to researchers, that in 2019 the target would be to obtain Adiwiyata Mandiri. Regarding this target school, it turns out that there are currently holding three madrasa schools. First, Belawan MIN with the address of Jalan Cileduk number 12 Belawan II, Medan City. Second, MIN Sunggal with the address of Jalan Balam number 52 Sei Kambing B Medan Sunggal District Medan City and third, Terpadau Islamic Elementary School (SD IT) Darul Mustafa which is located in alley Mawar number 26 Medan Denai District, Medan City.

9. Monitoring and Evaluation

The last of the environmental education implementation activities is monitoring and evaluation. These two conceptions are a necessity in educational institutions. In fact, it is also found outside of education, for example in companies. Monitoring can be understood as the act of monitoring certain activities or gathering information on an ongoing basis aimed at providing information to the management of a program to achieve its goals. Whereas evaluation can be understood as an action taken to find out whether the plan implemented is in accordance with the target programmed. This is then, after getting the information carried out from this evaluation activity can provide input for the sustainability of the program and or hold a new program as a follow up to the success that has been carried out.

These two items were found in MIN Sei Agul in carrying out the Adiwiyata program, which is specifically owned by the headmaster of madrasas as the skipper who is fully responsible for institutional excellence. However, with the Adiwiyata team, the team leader has responsibility for the ongoing program. Explanation Head of madrasa proves that the strategic position as a leader is taken seriously. Moreover, principals only focus on ensuring the institutions they lead run smoothly in accordance with the desired targets. Monitor directly how a teacher runs the learning process starting from opening, core and closing learning. The conformity of rpp with the implementation of learning, student participation, and the ultimate goal of each meeting.

Moreover, it already has a national level achievement, one side is a collective pride, but it is a mental burden to keep maintaining that achievement. Like many people say "it's easier to achieve than maintain". This is what the madrasa head reminded through the results of the interview. Seriousness in monitoring is also done by scheduling all teachers who teach.

Furthermore, the evaluation items for each learning activity specifically the Adiwiyata program were carried out by the team leader, Ibu Fauziah. Involvement in seeing the performance of the academic community must be recognized as having its own value. Evaluation practice is carried out whether it runs smoothly according to the desired target. Already have good achievements at the field level, provincial level, and finally national level. Then it is preparing to achieve the climax achievement of Adiwiyata namely Mandiri. This fact certainly gives an understanding that for 4 years it must be said to be successful. However, because this excellence participation is part of a joint jihad that expects the pleasure of Allah, the reward is only limited to appreciation and thanks to all those who helped. Also, those who are apathetic towards the Adiwiyata program are certainly no punishments. But together motivates to excel together.

B. Supporting and Inhibiting Factors

It must be recognized that there are supporting factors and inhibiting factors, in implementing the excellence of madrasas with an environmental perspective. To be more clearly explained below:

a. Supporting factors.

From the internal side, it is the readiness of the MIN Sei Agul academic community to achieve Adiwiyata's achievements. Seriousness, cooperation, and hard work are found in every activity. Achievement motivation from the adiwiyata team, it turns out that a smooth road to get external support is increasingly easy to be invited to work with. Here are some of the collaborations that are already underway. *First*, collaboration with the al-Hikmah Islamic High School in Medan focuses on "Resource Utilization and Academic / Education Quality Improvement in the Al-Hikmah Islamic High School in Medan and the Madrasah Ibtidaiyah Negeri (MIN) Sei Agul". *Secondly*, cooperation with the Green Media Institute in the framework of the Adiwiyata School program began in 2016. One of the points of cooperation is that the Green Media Institute provides training and mentoring programs for the Trash Bank and Compost house. *Third*, the collaboration with Bank Tree in 2016 with the form of "Green School" cooperation, namely:

- 1) The program of socialization and guidance of caring and cultured schools in the environment.
- 2) Training and management program for organic and inorganic waste
- 3) Greening and tree planting program.
- 4) Program for tree and flower nursery programs.

Fourth, collaboration with the Health Office of the Bromo Public Health Unit for the Adiwiyata School Program Cooperation with the points of the training cooperation program and the assistance of a small doctor and a healthy canteen. This cooperation was obtained in December 2016. *Fifth*, cooperation with Madrasah Tsanawiyah Negeri (MTSN) 1 Medan. From this collaboration as explained at the outset, that guiding MIN Sei Agul into an Adiwiyata school was the result of MTSN 1 Medan. *Sixth*, the school committee. And the seventh collaboration with the guardians of students.

b. Obstacle factor.

Adiwiyata's succession obtained from the work of the academic community team certainly still feels obstacles. However, the study of obstacles here does not mean to be a stumbling block to the deadly Adiwiyata concept, to get achievements. The following can be said as obstacles. *First*, the narrow location of the school stops ideas for environmental stewardship. *Secondly*, there is still the apathy of the teachers in running the Saturday Saturday. *Third*, the Adiwiyata program is a continuity to be maintained, students are still found negligent in carrying out adiwiyata. *Fifth*, the lack of government appreciation in the form of material for academics who excel in carrying out Adiwiyata, even the team must be

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willing to spend money from their own pockets.

CONCLUSIONS

The final discussion of this research, with conclusions. *First*, that the implementation of environmentally friendly education in MIN Sei Agul has been agreed to begin in 2014. To ensure the achievement of environmentally-oriented education maximally by the stake holders provides an initial policy by forming the Adiwiyata team as the implementer. In this research study, it can be illustrated that the implementation of environmental education is found to have nine important points, namely the formation of a management team, a learning process, a waste bank, a child doctor, a school police officer, a healthy canteen, a clean culture, a guided school, monitoring and evaluation. Evidently, the rationalization of the policy initiated by the head of MIN Sei Agul was the formation of an adiwiyata school management team, which was then carried out by the team with an analytical study realized through supporting activities to gain adiwiyata achievements. One year later, to be exact in 2015 received an award from Medan City, 2016 award from the Province of North Sumatra, 2017 national award. And now it is preparing to achieve the achievements of the National Independent Adiwiyata given directly by the president of the Republic of Indonesia.

Second, the level of implementation is recognized by the supporting and inhibiting factors. For supporting factors, namely internal and external support. As for internal support, it is understood that the academic community, the headmaster of madrasahs, teaching staff, education staff, and students support the adiwiyata program. Whereas externally, it can be seen from the support of various collaborative collaborations with the Medan Al-Hikmah Islamic College focusing on "Resource Utilization and Academic / Education Quality Improvement in the Al-Hikmah Islamic High School Medan and the Madrasah Ibtidaiyah State (MIN) Sei Agul", Green Media Institution, Green Media Institution, collaboration with Tree Bank, UPT Puskesmas Bromo Health Service, parents of students, and MTSN 1 Medan as the Trustees. Even so, it was found that there were still obstacles in carrying out the excellence program, namely obtaining the enthusiasm of the teachers (although only very few), the students who ignored the program, the area of the school that was not broad was only around 600 square meters which made the development of ideas about the environment the beautiful, and finally lack of government appreciation in the form of material in the development of the adiwiyata program.

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