

## ABSTRAK

Alfiyanul Hakim, Mohamad, 2018. Peran Warga Dalam Mewujudkan Pendidikan Lingkungan Hidup” (Studi Multi Situs di MIN Purwokerto Srengat Blitar dan MIN Slemanan Udanawu Blitar). Tesis. Pascasarjana IAIN Tulungagung, Pembimbing (1) Dr. H. Nur Kholis, M.Pd dan (2) Dr. Agus Zaenul Fitri, M.Pd.

Kata Kunci: Peran Warga Sekolah, Pendidikan Lingkungan Hidup

Pendidikan lingkungan hidup menjadi salah satu alternatif yang rasional untuk memasukkan pendidikan lingkungan ke dalam kurikulum, dalam implementasi pendidikan lingkungan hidup di sekolah peran warga sekolah sangatlah penting untuk menunjang tercapainya tujuan dari pendidikan lingkungan hidup tersebut, warga sekolah itu yakni kepala sekolah, guru, siswa, dan pihak lain yang masih berhubungan dengan sekolah. MIN Purwokerto Srengat Blitar dan MIN Slemanan Udanawu Blitar merupakan sebahagian diantara Madrasah di Kabupaten Blitar yang sudah menerapkan pendidikan lingkungan hidup di sekolahnya.

Penelitian ini difokuskan pada bagaimana bentuk keterlibatan warga sekolah dalam mewujudkan PLH, Strategi PLH, serta hasil dari peran warga sekolah dalam mewujudkan PLH di MIN Purwokerto Srengat Blitar dan MIN Slemanan Udanawu Blitar.

Tujuan penelitian ini untuk menjelaskan keterlibatan warga sekolah dalam mewujudkan PLH, Strategi PLH dan Hasil yang didapat warga sekolah setelah mewujudkan PLH implementasi pendidikan lingkungan hidup di dua sekolah ini, faktor penghambat dan pendukung dalam implementasinya serta peran warga sekolah dalam implementasi pendidikan lingkungan hidup.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus dan desain multisitus. Penelitian dilakukan di (1) MIN Tegalasri Wlingi Blitar (2) MIN Ngarangan Gandusari Blitar. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi. Untuk memperoleh keabsahan data digunakan triangulasi sumber, triangulasi teknik, dan triangulasi waktu. Penelitian ini menggunakan rancangan studi multisitus maka langkah-langkah yang akan ditempuh pada penelitian ini adalah sebagai berikut: (1) melakukan pengumpulan data dari situs pertama, (2) melakukan pengumpulan data dari situs ke dua, (3) melakukan studi lintas situs berdasarkan temuan yang berupa proposisi-proposisi dari kedua sekolah tersebut. Dan dilanjutkan dengan analisis data lintas kasus.

Hasil penelitian ini adalah: (1) keterlibatan kepala sekolah dalam mewujudkan pendidikan lingkungan hidup yaitu sebagai pemimpin (leader) memberi kebijakan, sebagai supervisor, edukator (pendidik), menjadi inovator. Peran guru dalam implementasi pendidikan lingkungan hidup yaitu sebagai pemimpin (leader), sebagai motivator, edukator (pendidik), menjadi evaluator. Peran siswa dalam implementasi pendidikan lingkungan hidup sebagai pelaku

utama atau pelaksana pendidikan untuk mewujudkan tujuan sekolah. (2) Implementasi kegiatan pendidikan lingkungan hidup di dua madrasah ini melalui 2 cara, yakni melalui kegiatan belajar mengajar dan aplikasi langsung (praktek). Pertama, implementasi pendidikan lingkungan hidup melalui kegiatan belajar mengajar ini terbagi menjadi dua pola, pertama; melalui muatan lokal pendidikan lingkungan hidup, kedua; dengan mengintegrasikan muatan lokal pendidikan lingkungan hidup kedalam seluruh mata pelajaran. Kedua, implementasi pendidikan lingkungan hidup melalui aplikasi langsung (praktek) dilakukan melalui kegiatan rutin, keteladanan kepala sekolah dan guru, kegiatan spontan, serta pengkondisian lingkungan. (3) Hasil dari peran warga sekolah dalam mewujudkan pendidikan lingkungan hidup yaitu tumbuhnya karakter peduli terhadap lingkungan, lingkungan sekolah bersih dan nyaman, dikenal oleh pihak-pihak terkait dan mendapatkan penghargaan dari instansi terkait.

## ABSTRACT

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The focus of this research is to describe the way teachers implement PAI learning using scientific approach towards students in grade V, a multi site study, at SDN 1 Sumberdadi Sumbergempol and SDN Purworejo I Ngunut Tulungagung. The research questions are as follows: (1) How to plan PAI teaching and learning using scientific approach in grade V in SDN 1 Sumberdadi Sumbergempol and SDN Purworejo I Ngunut Tulungagung? (2) How is the application of PAI teaching and learning with scientific approach in class grade V in SDN 1 Sumbergempol Sumberdadi and SDN Purworejo I Ngunut Tulungagung? (3) How is the evaluation of PAI teaching and learning using scientific approach in grade V in SDN 1 Sumberdadi Sumbergempol and SD Negeri Purworejo I Ngunut Tulungagung ?.

The approach used is a qualitative approach, whereas if viewed from the ability or the possibility of the research to provide information or explanation then this research belongs to descriptive research. The type of research used is site study design. The sources of data are identified to be 3, namely: person, place, and paper. Data collection techniques used are participant observation, in-depth interviews, and documentation. Single site data analysis was done through data collection and record-keeping, description and classification of the data, representation and visualization, and cross-site data analysis. To test the data, the researchers used the data validity test using data credibility test, transferability test, dependability test, confirmability test.

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form of annual program, semester program, syllabus and lesson plan. (2) The implementation of teaching and learning conducted by Islamic Study teachers by using scientific approach at SDN 1 Sumberdadi and SDN Purworejo 1 covered three main stages: preliminary activities, main activities (observing, asking, reasoning, experimenting, and communicating), and closing activities. (3) The evaluation of teaching and learning outcome conducted by Islamic Study teachers by using scientific approach in SDN 1 Sumberdadi and SDN Purworejo 1 was by using evaluation process and learning outcomes.

## المُلخَص

أشرفه، ستي، ٢٠١٨. تَطْبِيقُ تَعْلِيمِ التَّرْبِيَةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ فِي تَوْلُوجِ أَجُونَجِ (دِرَاسَةٌ مُتَعَدِّدَةٌ الْمَوَاقِعِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تَوْلُوجِ أَجُونَجِ). رِسَالَةٌ الْمَاجِسْتِيرِ. الدَّرَاسَاتُ الْعُلْيَا، جَامِعَةُ تَوْلُوجِ أَجُونَجِ الْإِسْلَامِيَّةِ الْحُكُومِيَّةِ. الْمُشْرِفُ ١ د. عَبْدُ الْمُنَابِ، الْمَاجِسْتِيرِ وَالْمُشْرِفُ ٢ د. أَحْمَدُ تَزْيِيهِ، الْمَاجِسْتِيرِ.

الكلمات الرئيسية: تَطْبِيقُ، تَعْلِيمُ التَّرْبِيَةِ الْإِسْلَامِيَّةِ، الْمَدْخَلُ الْعِلْمِيُّ.

إِنَّ الْمَنْهَجَ الدِّرَاسِيَّ ٢٠١٣ هُوَ الْمَنْهَجُ الدِّرَاسِيُّ الَّذِي يُعَبِّرُ كَالرَّأْيِ الْجَدِيدِ فِي أَهْدَافِ التَّرْبِيَةِ. بِاخْتِلَافِ الْمَنْهَجِ الدِّرَاسِيِّ قَبْلَهُ، يُعَبِّرُ هَذَا الْمَنْهَجُ الدِّرَاسِيُّ فِي تَخْطِيطِهِ يُمَكِّنُ أَنْ يُحَلَّلَ مُشْكَلاتِ تَقَدُّمِ شُعْبَةِ الْإِنْدُونِيسِيَا بِحِلَالِ تَشْكِيلِ الطَّبِيعَةِ بِالْمَدْخَلِ الْعِلْمِيِّ حَتَّى يَكُونَ مُتَخَرِّجُ التَّرْبِيَةِ مُنَاسِبًا بِالْمَدْخَلِ الْعِلْمِيِّ الَّذِي يَحْتَوِي مِنَ الْمَلاحِظَةِ، وَالسُّؤَالِ، وَالتَّفْكِيرِ، وَالتَّجْرِبِ، وَالتَّوَاصُلِ. وَيُرَى أَنَّ هَذَا الْمَدْخَلَ الْعِلْمِيَّ مُنَاسِبٌ تَطْبِيقُهُ فِي الدُّرُوسِ الْعِلْمِيَّةِ لِأَنَّ فِيهَا خُطُواتُ كَمَا فِي الْمَدْخَلِ الْعِلْمِيِّ. وَلَكِنْ، كَيْفَ إِنْ يُطَبَّقُ هَذَا الْمَدْخَلُ فِي دَرَسِ التَّرْبِيَةِ الْإِسْلَامِيَّةِ.

يُرَكِّزُ هَذَا الْبَحْثُ فِي وَصْفِ كَيْفِيَّةِ الْمُدْرَسِ عِنْدَ تَطْبِيقِ تَعْلِيمِ التَّرْبِيَةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ، دِرَاسَةٌ مُتَعَدِّدَةٌ الْمَوَاقِعِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تَوْلُوجِ أَجُونَجِ. أَمَّا مَسَائِلُ الْبَحْثِ كَمَا يَلِي: (١) كَيْفَ تَخْطِيطُ تَعْلِيمِ التَّرْبِيَةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تَوْلُوجِ أَجُونَجِ؟ (٢) كَيْفَ تَطْبِيقُ تَعْلِيمِ التَّرْبِيَةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تَوْلُوجِ أَجُونَجِ؟ (٣) كَيْفَ تَقْوِيمُ تَعْلِيمِ التَّرْبِيَةِ الْإِسْلَامِيَّةِ بِالْمَدْخَلِ الْعِلْمِيِّ لِطُلَّابِ الصَّفِّ الْخَامِسِ فِي مَدْرَسَةِ سَوْمِرْدَادِي ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ سَوْمِرْجَمْفُولِ وَمَدْرَسَةِ فُورَوَارْجَا ١ الْإِبْتِدَائِيَّةِ الْحُكُومِيَّةِ عُونُوتِ تَوْلُوجِ أَجُونَجِ؟

مَدْخَلُ الْبَحْثِ الْمُسْتَعْمَدُ هُوَ الْمَدْخَلُ الْكَيْفِيُّ، أَمَّا إِذَا يُرَى مِنْ إِمْكَانِ الْإِجْبَارِ وَالشَّرْحِ فَهَذَا مِنَ الْبَحْثِ الْوَصْفِيِّ. نَوْعُ الْبَحْثِ بَتَّصْمِيمِ الدَّرَاسَةِ الْوَاقِعِيَّةِ. مَصْدَرُ الْبَيِّنَاتِ مِنَ الشَّخْصِ

والموقع والرّسالة. طريقة جمع البيانات بالملاحظة المشاركة والمقابلة المتعمّقة والوثيقة. تحليل البيانات الواحدة بجمع البيانات وتصنيف الكتابة والوصف وتحقيق البيانات، والتّمثيل والتّصور، وتحليل ما بين المواقع. تفتيش صحّة البيانات باختيار المصدّقية وقابليّة النقل والموثوقية وقابليّة التّأكيد.

نتائج البحث: (١) تخطيط تعليم التّربية الإسلامية بالمدخل العلميّ لطلّاب الصّفّ الخامس في مدرسة سومبردادي ١ الابتدائية الحكومية سومبرجمفول ومدرسة فوروارجا ١ الابتدائية الحكومية عونوت تولونج أجونج بإعداد أجهزة التعليم مثل البرنامج السنويّ، والبرنامج لفصل الدّراسي، والمنهج وخطّة التعليم. (٢) تطبيق تعليم التّربية الإسلامية بالمدخل العلميّ لطلّاب الصّفّ الخامس في مدرسة سومبردادي ١ الابتدائية الحكومية سومبرجمفول ومدرسة فوروارجا ١ الابتدائية الحكومية عونوت تولونج بثلاث خطوات وهي الأنشطة الأولى والأنشطة الأساسية (الملاحظة والسؤال والتّفكير والتّجريب والتّواصل)، والاختتام. (٣) تقويم تعليم التّربية الإسلامية بالمدخل العلميّ لطلّاب الصّفّ الخامس في مدرسة سومبردادي ١ الابتدائية الحكومية سومبرجمفول ومدرسة فوروارجا ١ الابتدائية الحكومية عونوت تولونج أجونج هو تقويم العمليّة وتقويم نتائج التعليم.

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