

IMPLEMENTATION OF MULTIDIRECTIONAL CIRCLE MODEL MADRASAH IBTIDAIYAH IN REALIZING THE MODEL ADIWIYATA IN MAGELANG

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Abstract

The study implementation of Multi-directional Circle Model in embodying the Madrasah Ibtidaiyah Adiwiyata in Magelang Regency, which was held at the Madrasah Ibtidaiyah Muhammadiyah Jagalan. Research methods used are (action research) using the method of Multi-directional circle models with data collection techniques Forum Group Discussion (FGD). As for the results of the research are: a) the process of implementation of the Multi-directional circle models in embodying the Madrasah Ibtidaiyah Adiwiyata is very effective because with the model with the evocative spirit of Madrasah Ibtidaiyah co-operation of Muhammadiyah circulation Jagalan to develop the potential for excellence in non-academic fields for all components of school (head of the Madrasah, Madrasah Teachers, Student Leadership branch of Madrasah Ibtidaiyah, Stakeholders Committee, Environmental Agency of Magelang) to Madrasah Adiwiyata. b) Multi-directional circle execution) results in realizing the Madrasah Ibtidaiyah Adiwiyata Model is to do a workshop toward the Madrasah adiwiyata as evidenced by the signing of the Declaration of a "Charter of Madrasah Adiwiyata" Towards known various interested parties such as the (Studi Program PGMI UMMagelang, head of the branch of Muhammadiyah, head of Muhammadiyah Madrasah Ibtidaiyah Jagalan) with do statements willing to Madrasah Adiwiyata program continue with committed to maintaining environmental sustainability, especially in Madrasah environment toward the Madrasah "eco-school".

Keywords: *Multi-directional circle models, madrasah adiwiyata.*

1 INTRODUCTION

Environment and human are the two elements that are interlinked and inseparable, to survive, humans must meet basic needs such as clothing, food, and Board. The quickly growing population then the primary need has increased. In addition, human activities that generate domestic waste (household) growing. According to Suko Pratomo and Lili Barlia (2006), environmental changes due to population growth can be life-threatening. Humans by nature have a reciprocal relationship, human benefit, and risks of the universe, neither the opposite. In this connection, the human passions often dominate common sense so often catastrophic sourced from negligence in maintaining the environment. As the word

of God Almighty in the QS: Ar-ruum paragraph 41:

ظَهَرَ الْفَسَادُ فِي الْبَرِّ وَالْبَحْرِ بِمَا كَسَبَتْ أَيْدِي النَّاسِ لِيُذِيقَهُمْ
بَعْضَ الَّذِي عَمِلُوا لَعَلَّهُمْ يَرْجِعُونَ ﴿٤١﴾

Means: "has appeared to damage on land and at sea are caused by human hands, that God may feel to them (due to) some of their works, that they might return (to the right path)."

That causes damage on Earth no other is the manner of human action itself. The existence of greed and lack of awareness of natural affection make human beings do arbitrary as if there is a resource that will

never run out. According to Mirza Desfandy (2015) in order to face the challenges of the environment on Earth, there is a need to educate and provide information to the public about environmental problems. Added by Sibel Ozsoy, dkk (2012) one of the commitments of the international community and the Government in keeping the Earth from pollution and damage is through the implementation of environmental education (PLH) (Environmental Education), which is the key to prepare for the community with the knowledge, skills, values and attitudes of care for the environment so that they can actively participate in solving environmental problems.

According to the UNESCO Convention of PLH in Tbilisi (1997) is a process that aims to create a world community that has a concern for the environment and care about the issues related to it as well as have knowledge of, motivation, commitment, and skills to work, either individually or collectively in seeking alternative or give a solution to avoid the incidence of environmental issues. But a wide range of environmental issues increasingly uncontrolled indicates that the PLH have not managed to form the human characters who care about the environment. The failure occurred due to a number of weaknesses in the Educational environment. According to Sungkowo (2005) the failure of any of the following:

1. Is still low participation of the community to play a role in environmental education, due to a lack of understanding of the problems of environmental education, low levels of ability or skill, and low commitment of the community to solve these problems.
2. Understanding the principals of education towards the infinite. Informal education, there is still the assumption that environmental education is not so important. education environment.
3. Material and method of implementing environmental education has not been adequate and felt less applicable, so understanding the target audience about

the preservation of the environment is not intact.

4. Facilities and infrastructure in the environmental education haven't gotten enough attention. Infrastructure and facilities for environmental education are often misinterpreted as a physical high-tech means so that it becomes a barrier to the growth factors of motivation in the implementation of environmental education.
5. lack of the ability of the Government to allocate the budget and improving the education environment, so that the implementation of PLH in various agencies is not the maximum.

To build awareness and a deeper love towards the preservation of nature, the Government has initiated a program called School Adiwiyata (Eco-School). The goal of the Program is the consummate Adiwiyata citizen schools responsible for protective measures and environmental management through the school of good governance to support sustainable development. Adiwiyata applied in education caused in the world of education more easily learn and apply all the science and the various norms and ethics for achieving goals of sustainable development.

On the other hand regulation of the Minister of State for the environment number 02 the year 2009 on Guidelines Implementation Program Adiwiyata, haven't been able to answer the obstacles faced area, especially for schools that implement Adiwiyata. It is mainly a constraint in the preparation of related documentation policy and curriculum development and evaluation system, documents and physical assessment. From the above constraints, then it is deemed necessary to do completion Program implementation guidebook Adiwiyata 2012 created by Team Adiwiyata national level and system of awarding a fixed refers to the policies has been assigned the Ministry of environment and Kemendikbud. Therefore it is expected that interested schools program Adiwiyata not feel burdened because it has become the duty of the school national

education standards as equipped and arranged in a regulation of the Minister of education National No. 19 the year 2005, which spelled out in 8 standard management education. Based on the regulation of the Minister of State for an environment is Balthasar Kambuaya number 05 the year 2013 on Guidelines Implementation Program Adiwiyata, in article 1 paragraph 1 reads: adiwiyata school is a school that cares and cultured environment. Paragraph 2 reads: Adiwiyata Program is a program to realize the school cares and cultured environment. Program adiwiyata has significance as a place of good and ideal which can be obtained all the science and the various norms and ethics that can be the Foundation of man towards the creation of welfare to the life goals of development sustainable. The purpose of school programs ADIWIYATA/ECO-SCHOOL is realizing citizens school responsible for protective measures and environmental management through the school of good governance to support sustainable development.

According to Sungkowo (2005), there are 5 benefits Program Adiwiyata, which are:

1. Support the acceleration of the achievement of the 8 contents, processes, the competence of graduates, educators and educational personnel and infrastructure financing, management, and assessment) as set forth in REGULATION No. 19 the year 2006 about education standards. National Standards Of Education.
2. Increase the efficiency of the use of the operational fund schools through savings and reduction of consumption of various resources and energy.
3. creating the togetherness of the citizens of the school and the teaching and learning conditions that are more comfortable and conducive.
4. Become a place of learning about the values of the maintenance and management of the living environment is good and right for the citizens of the school and the local community.

5. Improve the protection and management of environmental pollution control activities throughout, damage control and the preservation of environmental functions at the school.

By implementing the Adiwiyata program will create citizen schools, especially learners who care and cultural environment, and to support and realize the human resources which have the character of a nation against the development of the economic, social, and the environment in pursuit of sustainable development in the region.

According to Muhaimin (2002) as formal schools, Madrasahs characteristic of Islam has a different curriculum with regular schools. On the education of madrasa Islamic subjects are divided into a few sub-subject: Quran-Hadith, Aqidah, Fiqh, history of the morals of Islam and the Arabic language, so that the share of religious studies more. While the general education subjects, incorporating religion into a more compact arrangement and the teachable average of two hours per week. Added again by Muhaimin (2009) differences between public school and madrasah is located on the PC that the allocation of time to the teaching of religion. As a private institution, madrasah has flexible in regulating itself because the madrasa was established to answer the anxieties and needs of the Community (Muslims). Madrasah not only has one face but has several different models with the same one breath, that carries the hallmark of the Islamic.

Madrasah Ibtidaiyah Jagalan is located in the hamlet of Jagalan, Salam Salam village of Magelang Regency has a vision: realizing the Madrasa which can form a generation that character, religious discipline, hard work and care about the environment. As for its mission: a). creating a religious Madrasah, b). creating a disciplined learning environment and directional, c) empowers the entire potential learners by working hard, so as to produce graduates who are competent and caring of the environment. The total number of learners MI

Muhammadiyah Jagalan 2016/2017 school year was 111 students, with details as follows: class I as many as 18 students, class II as much as 22 students, class III by as much as 19 students, class IV 15 class V students, as many as 16 students, class VI as much as 21 students, who have been accredited "A" beginning in 2017. Madrasah Ibtidaiyah Jagalan has concern for the maintenance of the environment, such as planting trees and fruit in the environs of the madrasa. But so far the tree planting still conventional in nature without defined goals and a clear philosophy, so that any citizen schools lack meaning deep fondness on the environment. Realizing the Madrasa Adiwiyata not as easy as flipping your Palm, needed a commitment from various parties, land as well as the infrastructure that support it.

2 RESEARCH METHOD

The research that will be done is research action (action research). The underlying reasons in choosing this design, because it is seen as an effort to implement the new methods use multidirectional circle models in embodying the Madrasa ibtidaiyah in Adiwiyata School. During this Adiwiyata school program held conventionally so that results are less than optimal, so that needs to be held with the testing and evaluation circle-specific circles. Research actions serve to gather information systematically so as to generate social change.

This study is illustrated with a flowchart below; In detail in the draft stages of research are as follows:

1) Planning activities include:

- a) Socialization or workshops school programs adiwiyata to students, teachers, employees and school Committee in cooperation with the Office of environment of Magelang Regency.
- b) Focus group discussion (FGD) about the perception of the object of the socialization of school programs adiwiyata. Next just my assesment

done related to the perception of the object of dissemination.

- c) FGD who kept to compose basic tasks of each element involved to manifest the Adiwiyata School.
 - d) Making planning related programs and also set a target time and target performance of every duty of each element is related and adapted to the conditions of obyektifnya.
 - e) Make and complete tools that support the activities
 - f) Designer Tools Makes the evaluation activities.
 - g) makes evaluation activities sheet.
- 2) Implementation Act: events that are implemented in this stage is to carry out all the activities that were planned in accordance with the target time and performance targets of each element involved in this case are the Government, the Committee schools, teachers, employees, and students.
- 3) Observation, in this stage of the implementation of action against observations, kept using the evaluation sheet which has been prepared.
- 4) Reflection, based on the results of these observations researchers can reflect yourself about the application of multi-directional circle model has done. Thus researchers will be able to know the reach targets that had been set or the effectiveness of the activities of the community empowerment using the multi-directional circle model. Based on the results of this reflection will be known constraints or weakness of activity so that it can be used to determine the next course of action planning (stages) for the purpose of refining the results achieved. The circle will stop when the condition saturated data.

3. RESULTS AND DISCUSSION

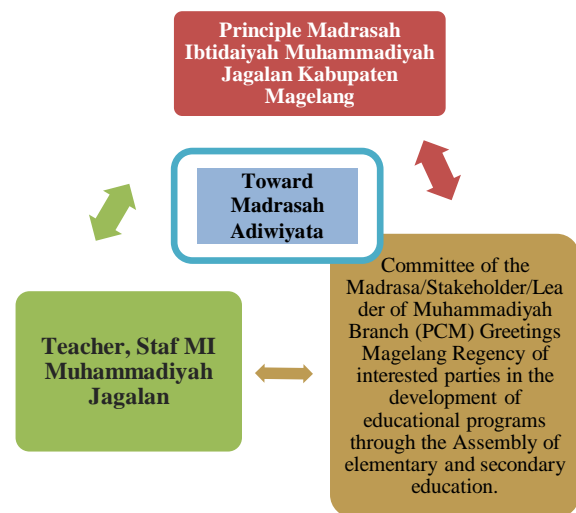
In the scientific journal publications by Nurses (2015) States to build awareness and a deeper love towards the preservation of nature, the Government has initiated a program called School Adiwiyata (Eco-

School) with the aim of realizing citizen schools is responsible for the protection and management of the environment through good school governance to support sustainable development. Adiwiyata applied in education caused in the world of education more easily learn and apply all the science and the various norms and ethics for achieving goals of sustainable development. The study, entitled implementation of the multidirectional method this model describes the relationship of functional cooperation between the committees of schools, teachers, students and employees in carrying out various programs adiwiyata. MI Muhammadiyah as object research already eligible as schools that are ready to be used as the first level of the madrasa elementary school in Magelang Regency so that in practice the respective elements affecting elements the other and had roles or contributions in accordance with their functions. For example, the role of the School Committee as a referrer, motivators and denominator that connects the two elements with parties outside in order to support the implementation of the Adiwiyata program, as did Carly, R Ackley (2009) adiwiyata school participating implementing process seven steps to towards Green Flag certification, although there are variations in the content and focus of the measures is to 1) improve school environment, 2) Reduce litter and waste, 3) reduce the use of energy and water, 4) find efficient ways to travel to and from school, 5) promote healthy lifestyles, encourage active citizenship), 6, 7) building strong partnerships with various community groups.

As for the research methods used poultry is supporting the integration of i.e. teacher slip problems caring environment on almost all subjects are given, developing activities concerned participatory based on environment. Employees perform the role as the provider of the facility-based environmental advocates, and students have a role as a guard so that the environment remains clean, saving resources, and have the sense to improve an environment vulnerable

to damage. So that each element of the school involved after learning the roles and functions of their respective planning with close targets are clear. Next in the process of the implementation of the planned activities carried out monitoring and evaluation by the parties agreed.

The relationship between these three elements hereinafter referred to as multi-directional circle model which is described as follows:



1. The implementation of the stages in the circle.

The plan of action (describe the scenario study), MI Muhammadiyah Jagalan is the primary school which has not applied the system of excellence in the non-academic school program in the form of Adiwiyata so as to encourage MI Muhammadiyah Jagalan requires the commitment to realize its success. So implementations required learning scenario socialization through the workshop mentorship of various parties. As for the parties involved: 1). Citizen Schools (Madrasa, Head teachers, and students, 2). Researchers and experts, assisted by Adiwiyata school (i.e. College Lecturer Muhammadiyah University of Magelang), 3). Committee of the Madrasa/Stakeholder/Leader of Muhammadiyah Branch (PCM) Greetings Magelang Regency of interested parties in

the development of educational programs through the Assembly of elementary and secondary education.

2. The implementation of the Action

Stage 1 (Declaration towards the Madrasa Adiwiyata)

- a. Implementataion program madrasa Adiwiyata, there are four (4) courses in the school reach Adiwiyata, include: Environmentally Policy: vision and mission, the implementation of the school curriculum; should be ready to be integrated with load protection and management of the environment, the Working Draft school budget (RKAS); load the program in an effort for the protection and management of the environment.
- b. Implementation of the Curriculum-based environment: educators; must have competence in developing environmental learning activities, students perform the protection and management of the environment.
- c. Participatory-based environment: activities involving various parties in environmental maintenance activities (community, Government, a private sector, other schools)
- d. Management Means Supporting environmentally friendly: clean water, plant/garden, through composting, waste management.

Of the four components that can be prioritized is component number "c" and "d" because viewed MI Muhammadiyah Jagalan start activities towards the Madrasa Adiwiyata from basic perception in the form "Declaration Towards The Madrasa Adiwiyata for MI Muhammadiyah Jagalan Magelang Regency. As for editorial chance, results include:

- a. Vision mission goals and objectives, PGMI Departement Muhammadiyah University of Magelang, articles of Muhammadiyah
- b. The vision, mission, goals, and objectives MI Muhamamdiyah Jagalan.

- c. The commitment of the citizens of the school, head of the branch of Muhammadiyah Salam, Stakeholder/Madrasa and College Committee: Muhammadiyah University of Magelang Courses education Madrasa Ibtidaiyah Teachers to supplement the resources of cooperation and the promotion of for MI Muhammadiyah Jagalan.
- d. Resources support neighborhood infrastructure MI Muhammadiyah Jagalan.
- e. statement of Readiness MI Muhamamdiyah Jagalan Magelang Regency in realizing the inspiration towards madrasa flagship areas of Madrasa adiwiyata.

Stage 2 (Multidirectional Circle Implementation Model)

Activities of the relationship between the elements involved (human resources) in an effort to optimize so that the objectives of the organization can be reached more quickly than before. Implementation of research is designed in a model called a multi-directional circle model that was implemented through the Forum Group Discussion (FGD). As for the activities performed, as follows:

- a. Participatory-based Environmental Activities; researchers involving various parties in environmental maintenance activities, academics from PGMI Departement Muhammadiyah University of Magelang Branch leadership of Salam, Magelang Regency, Madrasa/Stakeholders Committee, Department of the environment Live Magelang Regency. For the realization of the work, program includes: Providing human resources to the implementation of the program of activities and the maintenance process, inviting resource for mentoring and evaluation of program activities, a provider of infrastructure and seed plant.

- b. Supporting environment-friendly means of Management; the planned program is the management of clean water, plant/garden, through composting. waste management. For the realization of the work in the form of the provision of the plant/garden waste through composting treatment by officers executing a low class with plant medicinal plants accompanied teacher supervisor at grade 1-3 high class, and by planting vegetables accompanied teacher supervisor at grade 4-6.

The following external target in an implementation of multi directional circle model towards the madrasa adiwiyata:

- a. Planning, the types of activities in the form of the equation of perception and makes the agenda, held Saturday, May 20, 2017, with a responsible party MI Muhammadiyah Jagalan, researcher, Tribunal Chairman of Muhammadiyah branch of elementary and secondary education Magelang Regency.
- b. The implementation, type of activity, a) planting ornamental plants, vegetable/fruit, medicines (turmeric, Galangal, Lemongrass, star fruit Wuluh, celery, Buffoonery, Burowali Appointment, Java tea, betel leaves, ginger, Galingale). (low-class gardens; top class garden; a garden employee teachers), implemented in May 2017 22-29 date, responsible replied with homeroom 1-6 (low grade and high grade) MI Muhammadiyah Jagalan Magelang Regency. b) processing waste: inorganic waste bank by engaging students, teachers, employees, conducted June 15, 2017, with the responsible head of the madrasa and the guardian class.
- c. The evaluation, i.e. measuring the reach program that was implemented (as seen from the description of the initial work (farming, supervision, protection and plant nursery school results), held June 20, 2017, with Madrasa (Manager responsible The

teacher and the head of the Madrasa), researcher, Tribunal Chairman of Muhammadiyah branch of elementary and secondary education, a Committee of the Madrasa/stakeholders.

Stage 3 (Results)

In the process of implementation, can be described in activity as follows :

- a. Workshop Madrasa Adiwiyata: Penanaman perception of school/madrasa adiwiyata through socialization workshop conducted by the researcher of teacher education Prodi MI Muhammadiyah University of Magelang, Majelis Branch Leader of Muhammadiyah Elementary education and Secondary Magelang Regency, Madrasa/Stakeholders Committee, Environmental Agency of Magelang Regency.
- b. Tool preparation: Prepare the means of support tools: paint (blue, yellow), brush, oil paint, plastic bottles of Aqua, Tires, paint cans, flower pots, pipes with a diameter of 10 cm and 15 cm, wooden strut, plant seed of vegetables, herbs, ground. The matching is done in the process of cultivation by using physical materials are not useful and cannot be recircled for reuse.
- c. Farm and execute of garbage: all school (students, teachers, and principals) as principals in realizing the Madrasa adiwiyata in cooperation in the implementation of suitable planting by utilizing pipe, flower pots, used tires, bags plastic fried oil plastic plant aimed at environmental protection and execution in MI Muhammadiyah Jagalan Magelang Regency. In the management of waste for trash can, MI Muhammadiyah Jagalan has been disseminating in the form care dump in accordance with the label "organic and inorganic", so that in the end the madrasa was able to manage the bank's trash that will be sold to the Agency trash later proceeds from the sale were returned to cash school to be utilized

for infrastructure improvements and additions to the madrasa.

- d. stages of evaluation: as for the results was done through the process of beginning to planning, implementing, and evaluation provides conclusions with maximum results examples: MI Muhammadiyah has made the program "Market Day" which aim to train students in independent as well as educate the soul entrepreneurship students.
3. Reflection On The Implementation Of The "Towards The Madrasa Adiwiyata")
 - a. the commitments already agreed in early socialization workshop towards Madrasa Ibtidaiyah Madrasa, adiwiyata Muhamadiyah Jagalan Magelang to declare the Adiwiyata Madrasa became in the process a positive impact on the environment first in the environment around the madrasa Madrasa, Madrasa making this as exemplary in the development potential of the Madrasa, Madrasa in non-academic fields.
 - b. The implementation of the program is very effective adiwiyata Madrasa because getting the full support of (head of the Madrasa, Madrasa Teachers, Student Leadership Branch Assembly MI, elementary and secondary education in Muhammadiyah Magelang Regency, Madrasa/Stakeholders Committee Department of the environment, Magelang), so woke up a cooperation, it can be proved (documentation) and see the results of the process of implementation of the action.
 - c. the existence of the program towards the madrasa adiwiyata can give maximum for Madrasa Ibtidaiyah Muhamadiyah in planning programs is better integrated with the madrasa Adiwiyata in implementing the pilot project in lesson Next.

3 CONCLUSION

Based on the data and analysis that's been done, there can be given the following conclusions:

1. Implementation of Multi-directional circle Madrasah Ibtidaiyah in realizing the Model Adiwiyata is highly effective because it can arouse passion MI Muhammadiyah Jagalan to develop the potential excellence of achievement in the field of non-Islamic academic for all components of the school (head of the Madrasa, Madrasa Teachers, Student Leadership Branch Assembly MI, elementary and secondary education in Muhammadiyah Magelang Regency, Madrasa/Stakeholders Committee, Environmental Agency of Magelang) to madrasa adiwiyata.
2. Efforts to realize the Madrasah Ibtidaiyah in Magelang Regency is Adiwiyata with the following steps: a) do workshop facilitation, b) signatories of the Declaration of the madrasa adiwiyata by engaging academics College for study program PGMI UMMagelang, the Leader of Muhammadiyah branch of elementary and secondary education Magelang Regency, the head of the Muhammadiyah Jagalan MI), c) realisation of activities by planting plants, management of waste, the plant care bank so the integration process work programme, 4) evaluation of the adiwiyata program will be continued in the environmental protection participate madrasa.

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