

## EVALUATION ON INSTRUCTIONAL MANAGEMENT OF ISLAMIC RELIGIOUS EDUCATION (PAI) IN ADIWIYATA SCHOOL

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### Abstract

*This study aimed to describe the evaluation of Islamic religious education (Pendidikan Agama Islam, PAI) learning based on the 2013 curriculum (Kurikulum 2013, K13) conducted by the teachers of PAI in SMAN 5 Jember as an Adiwiyata School. Method of this research using qualitative approach. The research findings is the instructional management of PAI learning in SMAN 5 Jember has followed the steps of management principles, namely planning, organizing, actuating and controlling. But, in an effort to enhance the instructional management better, should improve the supervision of administration on teacher performances.*

**Keywords:** Evaluation, Instructional Management, Islamic Religious Education (*Pendidikan Agama Islam, PAI*), Adiwiyata School.

### A. Introduction

Based on the legal system of education in Indonesia explained that “education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential of himself to have the spiritual strength of religious, self-control, personality, intelligence, noble character and skills that is needed by him, society, nation and state”. To build the character of learners in accordance with the educational objectives, especially in developing the spiritual potential of religious and noble character, one of those is to instill who loves nature and the environment. Love the environment is one of the goals of human life, as it is written in the Qur'an:

وَمَا أَرْسَلْنَاكَ إِلَّا رَحْمَةً لِّلْعَالَمِينَ

*And We sent thee not, but as a mercy for all creature (Sūrah al-Anbiyā' [21]: 107) (Ali, 2000).*

*Rahmat li al-'Ālamīn* in Islam is not just a motto, but it is the goal of Islam itself. In keeping with this goal, it is only logical when Islam became a pioneer for the preservation of nature and environment as a manifestation of a mercy for all creature. In addition to prohibit human to make mischief on the earth, Islam also has an obligation to protect the environment and respect the universe which includes humans, plants, animals, other living beings, and not living creatures. Moreover, one of the problems faced by people today is the problem of environmental damage, including global warming. Various meetings were held and the policies formulated. In Indonesia, in 1978 has emerged a national political commitment to addressing environmental problems. In Development Cabinet III, based on Presidential Decree No. 28 of 1978 amended with Presidential Decree No. 35 of 1978 which appointed Minister of State for Environment and Development Control (*Meneg PPLH, Menteri Negara Pengawasan Pembangunan dan Lingkungan Hidup*) with the principal task of coordinating the environmental management at the central and local agencies, particularly to develop environmental aspects (Sukarni, 2011).

Respect for nature is a basic principle for humans as part of a universe. Besides respect for nature is a moral responsibility, because man is created as caliph (person in charge) on earth and human is an integral part of nature. In accordance with the words of Allah in *Sūrah al-Baqarah* [2]: 30

وَإِذْ قَالَ رَبُّكَ لِلْمَلَائِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً

*Behold, thy Lord said to the angels: 'I will create a vicegerent on earth (Sūrah al-Baqarah [2]: 30) (Ali, 2000).*

Given the importance of environmental education should be inculcated early, so the environmental education should be taught in schools. On the basis of religion and education, the government do a program that aims to create favorable conditions for the school to be a place of learning and awareness of the school community, so that in future the school community can take responsibility to preserve the environment and sustainable development. The program, which is collaboration between the Ministry of Education and Ministry of Environment, called *Adiwiyata*.

Based on the Regulation of the Minister of Environment No. 2 of 2009, Adiwiyata is a good school and is ideal as a place to acquire all the knowledge and various norms and ethics that can be the basis for the creation of the welfare of human life and sustainable development. Which characterizes the Adiwiyata is how the school integrating all subjects with the environment, include curriculum, extracurricular, and infrastructure.

One of the subjects that have to integrate the contents is Islamic Religious Education (PAI, *Pendidikan Agama Islam*). PAI is a compulsory subject in the school curriculum that is designed in *Permendiknas* to make student to be a devout man and pious to the God and has a noble character.

In the Education Regulation (*UU Sisdiknas*), PAI is one of the ten compulsory subjects in primary and secondary school curriculum. Moreover, based on Government Regulation (*Peraturan Pemerintah*) number 19 in 2005, the contents of the second part of the standard basic framework and curriculum structure, religious subjects and a group of noble character listed in the curriculum for the type of general education, vocational, and specialized in primary and secondary education. It indicated on how government realized that PAI is really important for students. In Adiwiyata school, teachers are required to manage the learning of PAI based on Adiwiyata program that aims to care about the environment.

Although instructional management of PAI in Adiwiyata school has been already running since 2009, but in 2013 the government decided to enhance *Kurikulum Tingkat Satuan Pendidikan* (KTSP) with 2013 Curriculum (K13, *Kurikulum 2013*). This substitution also has impact on the instructional management of PAI in all schools in Indonesia, including Adiwiyata School.

At first, K13 only applied at the beginning of the academic year 2013-2014 for those schools which appointed by the government as pilot project, that got an accredited school A (*terakreditasi A*) or *ex-Rintisan Sekolah Berstandar Internasional* (RSBI) as about 6.221 schools across Indonesia. Although discontinued at the end of the first semester academic year 2014/2015, but the government is still continuing K13 only at designated

schools as pilot project in terms of prepared teachers and books of K13 that has been already spread.

Based on data from the official website of the Ministry of Education and Culture (*Kemdikbud*), East Java is the province in Indonesia that has the most designated school as pilot project in K13. There are 1.053 schools in East Java that implement K13, with the details as much as 469 elementary schools (SD/MI), 222 junior high school (SMP/MTs), 212 senior high school (SMA/MA) and 150 vocational high school (SMK). Of the total amount, Jember had donated 45 schools as pilot project in K13 by 10 at the senior high school level. One of the ten schools that still implement K13, there has been a school that become a pilot project of Adiwiyata School since 2011, namely SMAN 5 Jember.

SMAN 5 Jember is one of pilot project's school in K13 also became the first school in Jember which earned Adiwiyata. K13 has been implemented since academic year 2013/2014. This school, that has 667 students, also the only school in Jember that apply learning system moving class, i.e. when the lesson end, students move to another classroom in accordance with the subjects. In 2011 the school received an award from the Government in the form of Independent Adiwiyata School for its efforts to implement the school clean, green, and raise awareness to take care the environment.

It is really problematic because it is not easy to create a good spiritual of student meanwhile they have to engage with Adiwiyata program based on K13. That is why the writer interested in conducting research by title Evaluation on Instructional Management of Islamic Religious Education (PAI) in Adiwiyata School. The problems in this study focus on: How is the evaluation of instructional management of Islamic Religious Education (*Pendidikan Agama Islam*, PAI) based on K13 for Adiwiyata Program in SMAN 5 Jember?

The approach used in this study is a qualitative. A qualitative approach is a natural research paradigm, namely finding a theory by dragging them from the data of the real world (Moleong, 2001).

This study described evaluation on instructional management of PAI in SMAN 5 Jember as Adiwiyata school, at 2014/2015 school year. This

study seeks to uncover using inductive analysis to find the meaning of a phenomenon that occurs in the setting naturally.

## **B. Evaluation on Instructional Management**

Robbins said that the management involves coordinating and overseeing the work activities of others so that reviews their activities are completed efficiently and effectively (Coulter, 2012). In essence, there are two important things in the management, namely coordination and maintain work activities.

In line with Robbins, Griffin also wrote that the management in all organizations use four basic kinds of resources, i.e.: human, financial, physical, and information. In other words, management is series of activities (including planning, decision-making, organizing, leadership, and controlling) were directed at organizational resources (human, financial, physical and information) in order to achieve organizational goals effectively and efficiently (Griffin, 2002). Cook and Hunsaker also added that management is practice of directing, organizing, and developing people, technology, and financial resources in task-oriented systems that provide services and products to others (Hunsaker, 2001).

In terms of instructional management, Syafruddin & Nasution argued as follows: As a manager in the organization of classroom learning, the teacher at least does the following: (1) to prepare the learning objectives; (2) to organize, i.e. linking or combining all the resources of learning in achieving its objectives effectively and efficiently; (3) to motivate the students to be ready to follow the lesson; (4) monitoring whether the learning activities achieve the learning objectives (Nurdin, 2005).

Jacobsen, Eggen & Kauchak said that the basic steps in instructional management, there are three phases: planning, implementation, and assessment (David A. Jacobsen, 2009). Froyen also explain the definition of instructional management as follow: "Instructional management takes up a step closer to a teacher's primary function, the actual teaching of the curriculum. In this instance, instructional management does not refer to skills peculiar to teaching a

particular subject or associated with specific classroom activities, but rather to those skills that cut across subjects and activities” (Froyen, 1988).

Instructional management is essentially the efforts related to the learning activity in which a process of influence, motivate creativity of the students by using educational tools, methods, media, facilities and infrastructures to carry out the study (Hikmat, 2009). Instructional management includes elements of planning, organization, and supervision of the learning activities undertaken by teachers in the classroom (Maisah, 2009).

Furthermore, Hardin argued that to create the management of effective learning in the classroom, there are three things to note: “Classroom management as discipline, classroom management as a system, and classroom management as instruction” (Hardin, 2004). All three could not be done well if it is not accompanied by good management. Thus the instructional management is the process of utilization of the entire interacting components to achieve the goal of learning programs.

To manage the instruction or learning, many researchers and teachers try to find a way to make their instructions simply. Block said, since the early 1980s, researchers and teachers have worked to extend this definition and expand the student’s repertoire of comprehension skill. For example, in the late 1980s the national assessment of educational progress suggested that reading instruction needed to emphasize thinking skills and strategies that provide the foundation for higher level interpretative and reasoning abilities (Cathy Collins Block, 2002).

From some of these definitions, we can conclude that the main aspects of instructional management are planning, organizing, actuating and evaluating.

Moreover, evaluation has a different meaning to the assessment, measurement and test. Stufflebeam & Shinkfield stated that: “Evaluation is the process of delineating, obtaining, and providing descriptive and judgmental information about the worth and merit of

some object's goals, design, implementation, and impact in order to guide decision making, serve needs for accountability, and promote understanding of the involved phenomena" (Stufflebeam & Shinkfield, 1985).

Griffin & Nix stated: "Measurement, assessment and evaluation are hierarchical. The comparative of observation with the criteria is measurement; the interpretation and description of the evidence is an assessment; and the judgment of the value or implication of the behavior is an evaluation" (Griffin & Nix, 1991).

Given the importance of the development potential of learners, learning needs to empower all students to master the competencies expected. Empowerment is directed to encourage the achievement of competencies and specific behaviors that each individual is able to be lifelong learners and realize the learning community (Hidayati, 2009).

Therefore, a good teacher must implement all these components of instructional management properly. Without planning, organizing, actuating, and evaluating, the learning will be unfocused and just rely on instinct and experience of teacher himself. In other words, the teacher is not a professional teacher of PAI.

### **C. Islamic Religious Education (PAI)**

Islamic Religious Education (PAI, *Pendidikan Agama Islam*) is one of the religious education and must be mastered by students at all levels of education. Moreover, the government guarantees the learner to acquire rights in religious education, including PAI in accordance with the Education Law (*UU Sisdiknas*) No. 20 of 2003, all students in the academic year will get religious education in accordance with their religion and taught by educators who co-religionists.

PAI is part of Islamic education (*Pendidikan Islam*) that aims to form a whole Muslim personal, develop the full potential of human well-shaped on physical and psychological, fertilize the harmonious relationship of every human person with God, man, and the universe (Daulay, 2009). This view seems to depart from the Islamic view of human beings. The Qur'an explains that humans are creatures that have

two functions simultaneously include two main tasks. The first function as the caliph of God (*khalīfah Allah*) on earth to nurture, take care, utilize and conserve the universe. The second function as a servant of God (*'Abdullah*) who was assigned to worship and serve Him.

According to Abrosyi, Islamic education has the characteristics and special features that can distinguish other education. These characteristics can be seen in some of the following opinions: *First*, In terms of destination. Islamic education that not only prepares students to be able to live in the world, but also to prepare the future of life in the hereafter, not only meet the needs of himself but his social life. *Second*, In terms of basic. In the basic principles of Islamic education are the Qur'an and the Hadith, social values and heritage of Islamic thought. *Third*, In terms of teacher. Teacher in Islamic education has a different profile with teachers in general. Like the ascetic nature and pure in heart, sincere in work, forgiving and not easily angered, tolerance and patience, guard his honor, love the students, understand their interests, character, feelings and abilities. *Fourth*, In terms of the material. To invite the *rubūbiyah (tawhīd)*, humanitarian, social, environmental and science. *Fifth*, In terms of methodology. Methodology of Islamic education is holistic, transcendental, rational, flexible and democratic (Abrosyi, 1974).

Moreover, Azra found characteristics of Islamic education are: *First*, the emphasis on scientific inquiry, mastery and development on the basis of worship to God that lasts a lifetime. *Second*, the practice of science on the basis of responsibility to God and the community. *Third*, recognition of the potential and the ability to self-learners to thrive in one personality intact. *Fourth*, every seeker of knowledge is seen as God's creatures that need to be respected and served that its potential can be accumulated properly.

#### **D. Adiwiyata School & Adiwiyata Program**

Adiwiyata word comes from two Sanskrit words "ADI" and "WIYATA". ADI has a meaning: big, majestic, well, ideal or perfect. WIYATA has meaning: the place where a person gain knowledge,

norms and ethics in social life. If two words are combined, Adiwiyata have meaning: Good place and ideal which can be obtained all the knowledge and various norms and ethics that can be the basis for the creation of the welfare of human life and towards the ideals of sustainable development (Kementerian Lingkungan Hidup, 2011).

Based Government Rule of Environment Ministry, Adiwiyata and Adiwiyata program has a different meaning. Adiwiyata is a good school and ideal as a place to acquire all the knowledge and various norms and ethics that can be the basis for the creation of the welfare of human life and the ideals of sustainable development. Whereas Adiwiyata program is one of the nationwide work program run by the Ministry of Environment in order to realize the development of environmental education. So, Adiwiyata is appointed school by the government, while Adiwiyata program is a government program that is given to the school.

In the Adiwiyata Guidance Book of 2011 explained that the purpose of Adiwiyata is to create good conditions for the school to be a place of learning and awareness of the school community, so that in future the school community can take responsibility in the efforts to preserve the environment and sustainable development.

To obtain Adiwiyata school degree, it needs necessary step and a long process. Not only from the education the Ministry of Environment was also involved in the selection of a proper school to get an Adiwiyata degree, it also required several criteria and requirements that must be owned by the school. Adiwiyata has the following criteria: a) school has a policy of environmentally knowledge; b) implement curriculum-based school environment; c) implement school-based participatory activities; d) has the facilities and infrastructure to support environmentally-friendly school.

#### **E. Evaluation on Instructional Management of PAI Learning**

Assessment tools used by PAI teachers for evaluation of instructional management in SMAN 5 Jember is shaped test and non-test. Assessment tools based on tests carried out during the midterm and final exams, shaped in the form of a written test description. While assessment tools

based on non-test carried out periodically, and shaped in the form of observation and interviews.

Aspects of assessment that implemented by PAI teachers are as follows: *First*, Cognitive Aspects. In addition to assessment based on tests that conducted during the midterm and final exams, PAI teachers conducted assessment based on individual tasks in the form of assignment to write a paper, a summary of the discussion and search for reference book that relevance to environmental knowledge.

*Second*, Psychomotor Aspects. The assessment is done by PAI teachers through practices in everyday life. For example, the practice of ablution (*wudu*), throwing garbage in its place, maintaining cleanliness, watering plants, caring for plants, planting plants, school cleaning, and so on.

*Third*, Affective Aspects. Assessment of this aspect is done PAI teachers by observing the behavior of students, especially in the classroom such as concern for cleanliness, tidiness, and beauty of their classroom; and by observing the performance of students in everyday life, especially in the school area, such as attention, participation and enthusiasm for school activities that related to the environment.

#### **F. Concluding Remarks**

Based on research results, we can conclude that the instructional management of PAI learning in SMAN 5 Jember as Adiwiyata school has followed the steps of management principles, namely planning, organizing, actuating and controlling. But, in an effort to enhance the instructional management better, should improve the supervision of administration on teacher performances.

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