

ABSTRAK

YENITA ANGGRAINI BARUS (2015). Analisis Internalisasi Prinsip-Prinsip Program Adiwiyata Mandiri Dalam Perencanaan Pembelajaran Di SMP Negeri 3 Lubuk Pakam Kabupaten Deli Serdang. Tesis, Medan: Program Studi Administrasi Pendidikan, Program Pascasarjana, Universitas Negeri Medan.

Tujuan penelitian ini untuk mengetahui internalisasi prinsip edukatif, partisipatif, dan berkelanjutan program adiwiyata yang dapat diinternalisasikan dalam rencana pelaksanaan pembelajaran di Sekolah Menengah Pertama Negeri 3 Lubuk Pakam Kabupaten Deli Serdang. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Subjek dalam penelitian ini adalah kepala sekolah, guru, dan siswa yang terlibat dalam penyelenggaraan program adiwiyata. Instrumen yang digunakan dalam penelitian ini adalah Quality Checklist, lembar observasi, pedoman wawancara. Hasil penelitian internalisasi prinsip edukatif program adiwiyata menunjukkan bahwa siswa sangat inovatif menghasilkan suatu karya. Tenaga pendidik menerapkan metode yang melibatkan peserta didik secara aktif antara lain: demonstrasi, diskusi kelompok, simulasi (bermain peran), pengalaman lapangan, curah pendapat, debat, simposium, praktek lapangan, observasi, project, percontohan. Tenaga pendidik telah mengembangkan isu lokal dan global serta menguasai konsep dan mampu mengaplikasikan konsep tersebut dalam memecahkan masalah lingkungan hidup. Internalisasi prinsip partisipatif program adiwiyata terhadap rencana pelaksanaan pembelajaran yaitu menetapkan mata pelajaran, mengidentifikasi kompetensi dasar dan indikator, mengidentifikasi prinsip-prinsip adiwiyata yang relevan, menetapkan tujuan, membuat matriks materi terhadap prinsip-prinsip adiwiyata. Prinsip partisipatif program adiwiyata, tenaga pendidik telah mengembangkan indikator pembelajaran dan instrumen penilaian yang terkait dengan perlindungan pengelolaan lingkungan hidup. Internalisasi prinsip berkelanjutan program adiwiyata secara berkelanjutan tenaga pendidik mengembangkan metode, isu lokal dan global, indikator, rencana pelaksanaan program pembelajaran, penguasaan konsep dan pengampliasian konsep. Prinsip berkelanjutan program adiwiyata menunjukkan sekolah SMP N 3 Lubuk Pakam telah melaksanakan program adiwiyata mandiri dengan kategori sangat baik. SMP N 3 Lubuk Pakam juga mengikuti kegiatan Opung Sari Basah Bang dan sekolah adipura.

Kata kunci: internalisasi, prinsip-prinsip program adiwiyata, perencanaan pembelajaran, sekolah menengah pertama

ABSTRACT

YENITA ANGGRAINI BARUS (2015). *Analysis of Internalization Principles Adiwiyata Mandiri Program In Learning Planning In State Junior High School 3 Lubuk Pakam Deli Serdang District. A Thesis, Medan: Study Program of Educational Administration, Postgraduate Program, State University of Medan.*

The purpose of this research is to know the internalization of educative, participative, and continuous principles of the adiwiyata program that can be internalized in the implementation plan of learning at State Junior High School 3 Lubuk Pakam Deli Serdang Regency. This research uses descriptive qualitative approach. Subjects in this study were principals, teachers, and students involved in the implementation of the adiwiyata program. The instruments used in this research are Quality Checklist, observation sheet, interview guide. The result of internalization of educational principle of adiwiyata program shows that students are very innovative to produce a work. Educators apply methods that actively involve learners: demonstration, group discussion, simulation (role playing), field experience, brainstorming, debate, symposium, field practice, observation, project, demonstration. Educators have developed local and global issues and mastered the concept and are able to apply the concept in solving environmental problems. Internalization of the participative principles of the program to the lesson plan is to set the subjects, identify the basic competencies and indicators, identify relevant adiwiyata principles, set goals, make material matrix of the principles of maturity. The participative principle of the adiwiyata program, educators have developed learning indicators and assessment instruments related to the protection of environmental management. Internalization of continuous principles of sustainable education programs educators develop methods, local and global issues, indicators, plans for implementation of learning programs, conceptualization and conceptualisation. The sustainable principle of adiwiyata program shows that of state junior high school 3 Lubuk Pakam has implemented an excellent adiwiyata program with very good category. State junior high school 3 Lubuk Pakam also follow the activities of Opung Sari Basah Bang and Adipura school.

Keywords: *internalization, adiwiyata program principles, learning planning, junior high school*