Environmental-based Learning Management in Islamic Education Institutions

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Abstract. Environment-based learning management is an effective approach to improving the quality of education in Islamic educational institutions. A good educational environment can create a conducive learning atmosphere for students so that they can achieve their maximum learning potential. In this case, Islamic educational institutions must apply principles that focus on utilizing the environment as a means of supporting the learning process. This study employed the literature method by collecting data from literary sources. Based on the analysis, Islamic educational institutions need to involve students in managing and maintaining the cleanliness of the school environment through teaching program development that encourages students' awareness of the importance of maintaining cleanliness and environmental sustainability. Environment-based learning management can also be integrated into teaching materials delivered at Islamic educational institutions. Teachers can teach the values of sustainability, concern for nature, and responsibility as Muslims towards environmental preservation. In implementing environment-based learning management, Islamic education institutions also need to involve students' parents in supporting and implementing the principles at home, so that it becomes a consistent culture in everyday life. By implementing environment-based learning management, Islamic educational institutions can create an environment that has a positive impact on student's development, not only providing benefits in improving the quality of education but also empowering students to become a generation that cares about and is responsible for environmental sustainability.

1 Introduction

According to the National Education System Law, education is an organized system made up of interconnected components that work together to attain a common purpose. Educational goals can be achieved more effectively and efficiently if education is optimized, specifically by optimizing each component of education. National education includes the following components: environment, infrastructure, resources, and society [1]. Therefore, management with a manager capable of managing education is required to attain educational goals. Education is fundamentally linked to learning implementation because the primary

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goal of education is learning. The success of an activity depends on thorough planning supported by the correct organization as an integrated structure led by skilled and devoted implementers.

A lesson is considered effective not only when all skills in the learning material are exceeded within the time frame specified, but also when students understand the information delivered. The majority of teachers believe that the primary responsibility of the teacher is to present all learning materials within the allotted time frame. They set aside the knowledge gathered by students. As a result, learning management is required to ensure that students understand the information delivered by the teacher.

Learning management is derived from two words, "To Manage" being a verb with the following meanings: manage, organize, arrange, run, carry out, control, handle, and lead. The word manage originated from the Latin "mano", which means hand, and "manus" which means to work repeatedly by hand. Adding the suffix "agree" becomes managiare, which means doing anything repeatedly by hand. According to French, "manage" refers to the act of offering guidance or leadership. In learning, the teacher's learning process consists of conveying knowledge and personality or character values to students through the delivery of the taught material [2].

Learning, according to the National Education System Law No. 20 of 2003, is "the process of interacting students with educators and learning resources in a learning environment". Learning is defined as a learning process designed by the teacher to strengthen students' thinking skills and the ability to construct new knowledge to improve their understanding of the subject matter.

According to Suyitn, [3] the majority of elementary school education is less skillful in converting nature and using local wisdom as a learning resource since it necessitates the ability to employ environmental observation strategies. Teachers struggle to obtain references and technical instructions for environment-based learning procedures employing observation techniques, which contributes to a lack of abilities. As a result, school principals must develop strategic management skills to design policies guiding school achievement and provide clear technical instructions for implementation. Thus, elementary school teachers successfully use and integrate nature-based learning.

Learning is inextricably connected to one's surroundings. Indeed, learning extends beyond the classroom's four walls. Learning using an environmental approach eliminates monotony and produces students who value the environment. An environmental learning model is a learning approach that focuses on the student's experience with the surrounding nature, allowing students to easily comprehend the material delivered. It can be stated that the environment-based learning model tries to instill in students care for their surroundings [4].

A variety of approaches can be used to increase environmental awareness in Islamic education [5]. One of them is to incorporate religious beliefs concerning the environment into Islamic educational institutions. This objective is based on an educational approach that includes religious values, with a focus on environmental issues. Furthermore, the Green Pesantren and Adiwiyata Madrasah programs [6,7] provide an appropriate space for applying sustainability ideas in Islamic education, with teachers setting a good example by caring for the environment through noble actions.

Learning takes on new meaning when approached from an environmental or contextual perspective. Students' verbalism toward concept mastering can be reduced, and their comprehension will be implanted in their memory. In elementary schools, learning through the environment is highly successful. Students can readily learn about scientific ideas and their surroundings by observing concrete instances. The benefit of using the environmental method is that it encourages students to be curious about something in their environment. If we consider the four pillars of education (Unesco), which are learning to know, learning to
be, learning to do, and learning to live together, we can implement them through learning with an environmental approach that is packaged in this manner by the teacher [8].

Hearing information on how much waste is produced while also seeing for myself in the field of how many mountains of waste are made in one day, the author is reminded of one verse of the Quran, Allah says in Surah Ar Rum Verse 41, Meaning: “Corruption has spread on land and sea as a result of what people’s hands have done, so that Allah may cause them to taste 'the consequences of' some of their deeds and perhaps they might return 'to the Right Path.'” (Qs Ar Ruum (30): 41)

Furthermore, Islam commands every Muslim to behave well towards fellow humans and the surrounding nature. Allah's word in the Qur'an Surah Al-Qashash verse 77, meaning: “But seek, with that which Allah has bestowed on you, the home of the Hereafter, and forget not your portion of lawful enjoyment in this world; and be generous as Allah has been generous to you, and seek not mischief in the land. Verily, Allah likes not the mischief-makers.” (Qs Al- Qashash (28): 77)

The essence of a learning process is the systematic interactions and patterns of interaction between students and teachers to provide training, increase student motivation, and leave a positive impact on students to fulfill learning goals. Fun learning is inextricably associated with the role of instructors, who view the environment as a learning resource. According to Baharun, the natural environment is one of the aspects that might influence students' individual and group behavior in the learning process and outcomes. The environment around students can serve as a learning resource. Using the environment as a learning resource will enhance their motivation to learn.

According to Juariah, Yunus, and Djufri [9] learning through the school environment is a learning process that provides students with direct experience, motivating them to learn about Spermatophyta diversity while remaining active, creative, innovative, independent, responsible for themselves, and preserving their environment. Environment-based learning is a type of learning that uses learning objects as real-world experiences, enabling direct observation, reliable data collection, and the ability to learn independently or in groups. Juariah, Yunus, and Djufri [9] demonstrate that environment-based learning is highly effective in schools because children can develop an awareness and see environmental diversity in a real and meaningful way. According to Darmiayati Zuchdi [10] learning that is connected to the environment in which students live or to the real-life situations around students will make learning more relevant [11].

Several factors contribute to the researcher's desire to investigate this topic. How is environment-based learning managed in Islamic educational institutions? The aforementioned question piques researchers' interest in undertaking deeper research regarding the management of Environment-Based Learning in Islamic educational institutions.

2 Findings and Discussion

2.1 Learning Management

The term "management" is derived from the English word "management," which is not an original English word, but rather from the Italian word "maneggiare," meaning to handle. The word "maneggiare" is derived from the Latin word "manus," which means "hand." According to its etymology (the science of word origins), it became the English word "manage" in the 16th century, and the term was commonly employed in military circles in England, where it was generally regarded as managing, maintaining, or leading [12]. Experts define management as follows:
According to Stoner, management is the activity of planning, coordinating, directing, and supervising operations to achieve organizational goals by utilizing organizational resources [13].

According to Daft, management is an effort to achieve organizational goals through planning, organizing, directing, and managing the use of organizational resources [14].

Terry [15] argues that management is the process of planning, organizing, mobilizing, and controlling to attain objectives [16]. Sondang P. Siagian in Syafaruddin management functions include planning, organizing, motivating, supervising, and assessing. According to Mondo and Premeaux in Syafaruddin, “The management process is said to consist of four functions: planning, organizing, influencing and controlling” [17]. It can be inferred that management has four basic functions: planning, organizing, mobilizing, and supervising.

According to Sondang P. Siagian, the management role can be described as follows:

a. Planning
Planning is the process of selecting and determining an action, beginning with the activity's name, the facilities that must be prepared, the time when it should be completed, the procedures to be taken, and who should perform it. If necessary, improvements should be made during the planning process. It ensures that planning can adapt to changing needs, scenarios, and environments [18]. The function of planning in the implementation of learning is the process by which teachers make decisions based on the results of rational thinking, learning goals and objectives, and concretely constructed learning components, such as lesson plans, media, teaching materials, and others.

b. Organizing
Teachers collect and develop relationships between resources in the application of learning, such as teachers, students, knowledge, and learning media such as teacher learning guides and student study books.

c. Actuating
Actuating is also known as directing. The direction referred to in this situation is the interaction between persons in positions of authority and their subordinates, such that they are willing to understand and give their energy effectively and efficiently to achieve an organization's goals [18]. Therefore, in this case, actuating or directing is done for teachers to students, or it can be viewed as the execution of teaching and learning activities that the teacher designed in the previous stage.

d. Controlling
Controlling can be understood as monitoring. Supervision is one of the methods that can be used to guarantee that the objectives of a plan are met within the context of the company. Controlling can also be defined as a strategy for systematically setting implementation standards by planned objectives. In the implementation of controlling, the teacher observes and records every progress in the development of students' knowledge and understanding of what the teacher has conveyed, after which the teacher takes action to continue or repeat the discussion, even determining the KKM (Criteria of Minimum Mastery) adjusted to the students' minimum ability.

e. Evaluating
Every teacher must understand and possess the ability to evaluate. In this case, evaluation consists of assessing learning outcomes as well as evaluating learning. Teachers are deemed to have assessment skills when they understand how learning evaluation is conducted, and the causes and goals of learning evaluation [19]. The implementation of teachers' learning evaluations includes modifications of media, methods, and learning models adapted to theory delivery as well as student learning styles. Furthermore, the source of documentation can also take the form of lesson plans, and the results of the development of students' attitudes.
2.2 Environmental-based Learning

Learning is an attempt by a teacher to convey knowledge and abilities to students following the learning material [20]. The process consists of a teacher giving students directions to carry out a learning action that can build and produce knowledge, abilities, and attitudes, resulting in behavioral changes that manifest as a learning outcome. In terms of the environment, environment-based learning must be tailored to ensure that the intended learning process occurs and that the desired learning objectives are met. Environmental education is implemented in the same way as other fields of science should be taught to students [21].

According to Palmer in Syukri, the relationship between several branches of knowledge might be described as follows:

Fig.1. Environmental-based Learning

The figure shows that environment-based learning encompasses understanding, skills, and attitudes related to environmental education about, for, and in the environment. Therefore, the author's approach to the subject of environment-based learning management in Islamic educational institutions highlights the need to take environmental aspects into account during the learning process. Here are some topics regarding environmental-based learning management in Islamic educational institutions:

1) Introducing the environment to students is the first step in implementing environment-based learning in Islamic education. Teachers should assist students learn and recognize their surroundings, which include nature, cities, and communities.
2) Environmental education: Islamic education institutions should offer environmental education as part of their environment-based learning management strategy. Environmental education can cover topics such as the importance of environmental preservation and how to safeguard the environment.
3) Project-based learning: Project-based learning in Islamic educational institutions can promote the preservation of nature and prevent negative environmental impacts. These initiatives may engage students in activities such as tree planting, recycling, or environmental education.
4) Wise resource usage: Environment-based learning management in Islamic educational institutions includes using resources wisely. Educational institutions should educate students on the value of energy conservation, waste reduction, and the usage of environmentally friendly materials in everyday life.
5) Creating a healthy learning environment: Islamic educational institutions use environment-based learning management to promote health and sustainability. Educational institutions must guarantee that their buildings and facilities are secure, comfortable, and
Community involvement: Environmental-based learning at Islamic educational institutions promotes conservation efforts. Educational institutions can work with local communities, environmental organizations, and local governments to carry out nature protection efforts.

Environmental-based learning management in Islamic educational institutions aims to develop students who care about and are responsible for the environment [22]. By adding environmental learning into their curriculum, Islamic educational institutions can contribute to the sustainability of future generations [23].

3 Conclusion

Based on the discussion, it is clear that environmental-based learning management in Islamic educational institutions must be applied. Integration of environment-based learning is critical in education so that students care about and conserve the natural environment. Islamic educational institutions offer a suitable formal education to apply to environmental education from a young age. As a result, implementing regulations in environmentally sound educational institutions has the proper purpose of instilling the character of environmental care, as well as serving as a school strategy for improving students' concern for the environment, which is deteriorating in the twenty-first century.

Hopefully, the school will pay more attention and put more effort into promoting environment-based learning in educational institutions. Then, collaborate with the community to achieve an environmentally sound school and offer punishments for pupils who do not safeguard the school environment. Issue special policies for teachers in designing an environment-based curriculum to make the environment a source of learning.

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