

## EVALUATION OF ENVIRONMENTALLY FRIENDLY MADRASA PROGRAM IN IMPROVING TEACHER PERFORMANCE IN MTS NEGERI 2 MEDAN

Manysur Hidayat Pasaribu

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**\*Correspondence Address:**

[mansyurhidayatpasaribu@gmail.com](mailto:mansyurhidayatpasaribu@gmail.com)

**Abstract:** The purpose of this research is to discuss the valuation of environmentally friendly madrasa programs in improving teacher performance at MTs Negeri 3 Medan. The research method is a qualitative case study. The results of this research are: Mts Negeri 2 Medan in the following description: 1. The environmentally friendly madrasa program at Mts Negeri 2 Medan started with the appointment by the education office by looking at the potential that madrasas have, then madrasas have awareness to protect and manage the environment, this is stated in the vision and mission of madrasah. 2. The development of an environmentally friendly madrasa program is developed through the vision and mission of the madrasa, the madrasa curriculum, program outreach, learning resources, madrasa cooperation, the role of madrasa residents, madrasa and student achievements, madrasa regulations, and madrasa organizations. 3. The development of environmentally friendly madrasa program activities is developed through activities organized by madrasas, activities that madrasas participate in with external parties as organizers, as well as madrasah efforts in implementing environmentally friendly madrasa programs. 4. The development and management of environmentally friendly supporting infrastructure is developed through the provision of infrastructure to address environmental problems in madrasas including clean water and the provision of separate bins and composters. Provision of infrastructure to support environmental learning in madrasah includes composting, water utilization and treatment, forests/parks/madrasah gardens, green houses, toga, fish ponds and biopori. Maintaining environmentally friendly madrasah facilities and infrastructure including spaces with lighting and natural air ventilation, maintenance and arrangement of trees, and choosing the use of paving blocks in madrasah land. Utilizing electricity, water and stationery through savings and warning boards and improving the quality of healthy and environmentally friendly canteen services. 5. Evaluation of the environmentally friendly madrasah program is carried out through regular meetings, as well as meetings held every week, quarterly, semester and annually. The meeting was held to find out how the environmentally friendly madrasa program was implemented. 6. Internal factors supporting the implementation of the environmentally friendly madrasa program are complete madrasa facilities and infrastructure and the role of madrasa residents. 7. External factors supporting the implementation of the environmentally friendly madrasa program are training from outside parties, funds and infrastructure assistance as well as madrasa cooperation with parties outside the madrasa. 8. Internal factors inhibiting the implementation of the environmentally friendly madrasa program, namely the lack of awareness of madrasa residents, the absence of written regulations and sanctions, several madrasa activities have stopped and the environmentally friendly madrasa program has not been socialized to the public. 9. External factors inhibiting the implementation of environmentally

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friendly madrasa programs, namely the different characters and backgrounds of students. there are no written regulations and sanctions, several madrasa activities have stopped and the environmentally friendly madrasa program has not been socialized to the community. 9. External factors inhibiting the implementation of environmentally friendly madrasa programs, namely the different characters and backgrounds of students. there are no written regulations and sanctions, several madrasa activities have stopped and the environmentally friendly madrasa program has not been socialized to the community. 9. External factors inhibiting the implementation of environmentally friendly madrasa programs, namely the different characters and backgrounds of students.

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## **INTRODUCTION**

Law of the Republic of Indonesia No. 32 of 2009 concerning the Protection and Management of the Environment explains that: The environment is a spatial unit with all objects, forces, circumstances, and living things, including humans and their behavior, which affect nature itself, the continuity of life, and the welfare of humans and other living things .

A good and healthy environment is a human right and a constitutional right for every citizen of Indonesia. Therefore, the government and society are obliged to protect and manage the environment.

However, in reality, there has been a decline in environmental quality. According to the results of a 2013 survey conducted by the Ministry of Environment in collaboration with the Center for Policy and Population Studies at Gadjah Mada University shows that the index of people's behavior towards the environment is still low. Low environmental awareness is influenced by several factors, namely education, age, number of household members, knowledge of the environment, attitudes towards the environment, and marital status (Java Ecoregion Management Center, Ministry of Environment).

One of the influential factors in the low level of public behavior towards the environment is the lack of education about the environment. Education is an important aspect of environmental protection and management which is expected to be a controlling factor in preventing environmental damage. The protection and management of the environment by using the education route has a strategic position considering that the environment and education are two things that cannot be separated. Madrasas as an educational environment and education about the environment are very influential in providing a direct role in fostering the love of students to participate in managing and protecting the environment.

In almost all countries efforts to encourage people to start an environmentally friendly lifestyle have been carried out by incorporating education about the environment in the teaching and learning process in Madrasas. This is done so that students gain knowledge in the environmental field, besides that students can practice an environmentally friendly lifestyle both in Madrasas and in the community.

In Indonesia itself efforts to protect and manage the environment through education have been carried out. The government has developed a national policy system, namely Environmental Education (PLH). Initially, the implementation of Environmental Education in Indonesia was carried out by the Jakarta Education Sciences Teaching Institute (IKIP) in 1975. In 1977/1978 the pilot Outlines of the Environmental Teaching Program were piloted in 15 Jakarta Elementary Madrasahs. Then in 1979 it was under coordination The Office of the State Minister for Supervision of Development and the

Environment established Centers for Environmental Studies (PSL) at various universities, both public and private, where Environmental Impact Analysis (AMDAL) education began to be developed. From 1989/1990 to 2007, the Directorate General of Basic Education, Ministry of National Education,

Efforts to protect and manage the environment must be instilled early in the educational environment. Since childhood, students must be introduced to environmental education. At the primary and secondary education levels (general and vocational secondary), the delivery of subjects on population and environmental issues in an integrated manner was outlined in the 1984 curriculum system by incorporating population and environmental issues into almost all subjects.

The purpose of environmental education from an early age is not just to study environmental problems, but must be able to encourage students to have attitudes and behaviors that care for the environment. In addition, planting environmental education from an early age is able to shape the behavior, values and habits of students to respect the environment.

However, until now not all students' behavior in Madrasas shows concern for the environment. One of the causes of unfavorable behavior in Madrasas is the lack of successful implementation of Environmental Education (PLH) in Madrasas. The objectives of Environmental Education (PLH) in Indonesia were not as expected. In 1977 the Indonesian Institute of Sciences (LIPI) formed a National Education Team consisting of a Team for Formal Education (Prof. Dr. Soedjiran Resosudarmo) and a Team for Non-Formal Education (Dr. Setiati Sastrapraja). In 1982 trials were carried out on 15 elementary schools, both public and private Madrasahs, as well as the Implementation of the Environmental Education Program through pilot projects for SD, SMP and SMA.

Environmentally friendly education is a real human effort that is organized and planned in saving the environment. Environmentally friendly education is very important to be implemented and taught in the Madrasa environment with the aim that students will become human beings who care about nature and the environment. The application of environmentally friendly education in Madrasas will create environmentally friendly Madrasas. Environmentally friendly Madrasas will create the behavior of Madrasa residents who care about nature and the environment.

One of the madrasas that has implemented an environmentally friendly Madrasah program is MTs Negeri 2 Medan. The environmentally friendly Madrasa program is held by the Education Office as one of the environmentally friendly Madrasahs. The appointment was made based on the condition and potential of the Madrasah which met the criteria to be made one of the Madrasahs with an environmental perspective in Deli Serdang Regency. In addition, Madrasahs support the education office's policy to create Madrasahs that are environmentally sound. Based on this appointment, Madrasahs have the awareness that Madrasahs have an important role in maintaining and protecting the environment, besides that the environmentally friendly Madrasah program is a solution that Madrasahs have to overcome environmental problems.

MTs Negeri 2 Medan is a Madrasah located in the Medan area Jl. Pancing (now Jl. Willem Iskandar). MTs Negeri 2 Medan has a vision, namely to realize MTsN 2 Medan that is Populist, Islamic, Qualified, and Insightful. Based on this vision, the Madrasah hopes that the students of MTs Negeri 2 Medan will not only have intellectual intelligence, but be able to become intelligent human beings who have good morals and care for the environment, both the social environment and nature.

From the description of the background above, the background for researchers to discuss this issue is to see and find out how the implementation of the environmentally friendly Madrasah program is at MTs Negeri 2 Medan.

## **RESEARCH METHODS**

### **A. Types and Research Approaches**

The research method used in this research is the case study method. Case study (Case Study) is a research conducted in an incentive, detailed and in depth to an organization, institution or a particular phenomenon. According to Nasution, a case study is a form of research that can be conducted on an individual, group of individuals, groups of people (teachers, tribes), the human environment (village), or social institutions. (Nasution: 1982) This research was conducted to understand and provide an overview of the contents of the existing data in Environmentally Friendly Madrasa Program Evaluation In MTs Negeri 2. Qualitative research can be used to view data through in-depth observation of the focus of research, interacting with implementers in the field so as to obtain information from informants.

### **B. Location and Time of Research**

#### **1. Location**

Research about Environmentally Friendly Madrasa Program Evaluation In MTs Negeri 2 Medan. Researchers are interested in choosing this research location because researchers have made previous observations, researchers also have access that makes it easier for researchers to obtain information and conduct research at the madrasa.

#### **2. Time**

This research will be conducted on June 18 2019, and if the results of this research still require data, it is possible that the research time will be extended until the research data is sufficient.

### **C. Research Data Sources**

The informants in this study were the head of the madrasa, deputy head of the madrasa, and teachers. As for data sources that can be used in research based on data sources, namely:

1. Primary data sources, namely sources that are received directly in writing, namely the head of the madrasa, deputy head of the madrasa, and teachers Environmentally Friendly Madrasa Program Evaluation In MTs Negeri 2 Medan.
2. Secondary data sources, namely supporting or complementary data sources obtained directly from the administration (TU), namely regarding documents about programs, madrasah profiles, educational calendars, data about education staff including teachers in Environmentally Friendly Madrasa Program Evaluation In MTs Negeri 2 Medan as well as a reference book in education personnel planning.

## **RESEARCH RESULTS AND DISCUSSION**

### **1. Implementation of the Environmentally Friendly Madrasah Program at MTS Negeri 2 Medan**

#### **a) Communication in the implementation of environmentally friendly madrasa programs**

Communication is an important variable in the implementation of an environmentally friendly madrasa program at Mts Negeri 2 Medan. This communication was carried out

during routine madrasa meetings involving the head of the madrasa, teachers, and the madrasa council. This was disclosed by the principal of the madrasah:

"...we hold it every week through meetings and gatherings, from these meetings we discuss what programs are running and which are not running, what are the obstacles, then we look for solutions together..."

Meetings are held regularly with an agenda to discuss the implementation of an environmentally friendly madrasah program, obstacles and solutions to the running of the program. In addition, socialization of the environmentally friendly madrasa program is carried out so that madrasa residents know the contents and objectives of the environmentally friendly madrasa program. The socialization of the program was carried out in various ways, namely through the installation of vision and mission boards as well as during ceremonies and madrasah activities. The following is the narrative of the biology teacher:

"The socialization was carried out during the madrasah ceremony. This socialization is given by the teachers. The purpose of holding this socialization is so that students always maintain the environment and cleanliness both in the madrasa environment and in the community.

Teachers provide socialization of environmentally friendly madrasa programs through madrasa ceremonies. The purpose of the socialization of the program is so that students are able to maintain and protect the environment both in the madrasa environment and the environment where they live. Apart from the ceremony, socialization of the program was carried out through activities organized by the madrasah and outside parties. This was conveyed by students of class IX:

"...the teacher told me, apart from being included in the vision and mission of the madrasa, the teacher usually also provides outreach, like that miss. Usually they also hold activities like that, right? That's also direct socialization with practice."

Through various activities that contain environmental elements, the socialization of the environmentally friendly madrasa program is considered quite effective because students play a direct role in these activities.

b) Resources in implementing environmentally friendly madrasa programs

Resources are an important variable in the implementation of an environmentally friendly madrasah program at MTS Negeri 2 Medan. These resources can be in the form of human resources, financial resources and infrastructure. The training on the living environment that teachers take is able to improve the competence and expertise of teachers. This is proven by the appointment of several teachers as national environmental facilitators. The following is the description of the deputy head of the madrasa for student affairs:

"... madrasah representatives attended PLH training, then there were trainings from outside the madrasah, through the training and training teachers were appointed as national environmental facilitators."

In addition, the existence of madrasa cooperation with outsiders regarding the environment can increase the knowledge and expertise of madrasa residents in protecting the environment so that the objectives of the environmentally friendly madrasa program can be achieved, this was conveyed by the head of the madrasa:

"The collaboration that madrasahs have built in terms of the environment such as outreach, counseling, infrastructure assistance is able to increase the knowledge and expertise of madrasa residents in protecting nature"

Funds are one of the resources owned by madrasahs. Madrasahs have a source of funds devoted to running an environmentally friendly madrasa program. The funds come from

the madrasah and outside the madrasah, along with the narrative of the deputy principal of the madrasah.

"...there are also funds both from outside and from the madrasah's own budget, we use that for program development..."

Funds are used for program development, development of program activities, and development and management of environmentally friendly facilities and infrastructure. Funds that madrasahs have and madrasahs obtain from outside are used to the fullest extent possible, this can be seen from the facilities and infrastructure that madrasahs have to support the environmentally friendly madrasah program.

c) Disposition in the implementation of the environmentally friendly madrasah program

The willingness, desire, and tendency of madrasah residents to implement environmentally friendly madrasah programs can be seen from the willingness of madrasah residents to carry out environmentally friendly school programs. Madrasah residents have the will and desire to protect and manage the environment, this is stated in the change in the vision and mission of the madrasah, along with the narrative of the biology teacher

"Initially the madrasah was appointed by the service as one of the madrasahs with an environmental perspective, then the vision and mission of the madrasah was changed and adapted to an environmentally friendly madrasah..."

Initially, the vision and mission of the madrasah did not have environmental elements. Then, with the will and desire of the madrasah residents to protect the environment, the vision and mission of the madrasah was changed by incorporating environmental elements in it. The purpose of changing the vision and mission of the madrasah is so that all madrasah residents always protect and protect nature and the environment. This was conveyed by the head of the madrasah:

"...through this program all madrasah residents are taught to love and protect nature, bearing in mind that natural changes are getting worse, so it takes people who want to protect and protect nature and the environment."

Madrasahs realize that people who are willing to protect the environment are needed, so that through the environmentally friendly madrasah program students are taught to love their surroundings. In addition, madrasah residents provide full support so that the objectives of the environmentally friendly madrasah program can be achieved. This was conveyed by students of class IX.

"Give full support by participating in madrasah activities, yes, such as commemorating the environment day, continuing to support programs from the madrasah as well as those related to the environment, obeying madrasah rules, not littering, reprimanding friends if someone violates the rules."

The support given by all madrasah residents in running an environmentally friendly madrasah program is a reflection that madrasah residents have the will and desire to protect the environment.

Based on the explanation above, it can be concluded that the successful implementation of a policy or program will be determined by many variables or factors, and each of these variables is related to one another. Communication in the implementation of the environmentally friendly madrasah program at Mts Negeri 2 Medan is carried out through program socialization, regular meetings, and program evaluations. Socialization of the environmentally friendly madrasah program is carried out so that madrasah residents know the contents and objectives of the environmentally friendly madrasah program.

The socialization of the program was carried out in various ways, namely through the installation of vision and mission boards as well as during ceremonies and madrasah activities. Through these activities the socialization of the environmentally friendly madrasa program is considered quite effective because students play a direct role in these activities.

Resources are an important variable in the implementation of an environmentally friendly madrasa program at MTs Negeri 2 Medan. These resources can be in the form of human resources, financial resources and infrastructure. The training on the living environment that teachers take is able to improve the competence and expertise of teachers.

In addition, the collaboration between the madrasah and external parties regarding the environment was able to increase the competence and expertise of the madrasah residents. Funds are one of the resources that madrasahs have. The funds come from the madrasa and from outside the madrasa. Funds are used for program development, development of program activities, and development and management of environmentally friendly facilities and infrastructure.

The willingness, desire, and tendency of madrasa residents to implement an environmentally friendly madrasa program can be seen from the willingness of madrasa residents to run an environmentally friendly madrasa program. Madrasah residents have the will and desire to protect and manage the environment, this is stated in the vision and mission of the madrasa.

The vision and mission of the madrasa were changed with the aim that all madrasa residents always protect and protect nature and the environment. In addition, madrasa residents provide full support so that the objectives of the environmentally friendly madrasa program can be achieved. The support given by all madrasah residents in running an environmentally friendly madrasa program is a reflection that madrasa residents have the will and desire to protect the environment.

## **2. Supporting and Inhibiting Factors for the Implementation of an Environmentally Friendly Madrasah Program at MTs Negeri 2 Medan**

### **a. Supporting factors**

In the following, the researcher describes the internal factors and external factors that support the implementation of the environmentally friendly madrasah program

#### **1) Internal factors**

##### **a) Complete Madrasah Facilities and Infrastructure**

The existence of complete madrasa facilities and infrastructure is one of the supporting factors for the implementation of an environmentally friendly madrasa program at Mts Negeri 2 Medan. This was disclosed by the madrasa cleaning staff:

"There are a lot of supporting factors, there are complete madrasah infrastructure, facilities to support this program are also complete..."

With complete madrasah facilities and infrastructure, students feel at home and comfortable in the madrasah environment. Teachers and students can take advantage of the facilities and infrastructure that madrasahs provide to support the teaching and learning process in madrasahs. This was revealed by the deputy head of the madrasa for student affairs:

"...then the facilities and infrastructure here are also quite complete, so the teachers and students feel comfortable being in the madrasa."

The facilities and infrastructure that the madrasa has are in the form of a large madrasa garden which is equipped with a gazebo, wifi, sink, waste bin, composter, fish pond, bird

cage, bulletin board and so on so that the madrasa residents feel comfortable in the madrasa area.

**b) Madrasa Community Participation in Everyday Behavior**

In addition to complete madrasa facilities and infrastructure, another internal factor that determines the success of an environmentally friendly madrasa program is the participation of all madrasa residents in their daily behavior. Madrasah residents, both madrasah heads, teachers, employees and students participate in implementing an environmentally friendly madrasa program. The following is the speech of the head of the madrasa:

"Everyone plays a role in realizing the madrasa's vision, that's a dream that we have to make come true, so the teachers educate, guide students so they want to live environmentally friendly, continue to carry out their duties, the students also maintain the cleanliness of the madrasa."

The role of madrasa residents is demonstrated by the support given by madrasa residents for the environmentally friendly madrasa program. Madrasah residents realize that the program must receive full support so that the objectives of the environmentally friendly madrasa program can be achieved. This was conveyed by the deputy head of the madrasa for student affairs:

"All madrasa residents are involved, from the head of the madrasa, teachers, students and all madrasa employees. Madrasahs must have the support of all madrasah members to make this program a success."

In addition to providing support for environmentally friendly madrasa programs, madrasa residents realize that they must have solutions to environmental problems that exist in madrasahs. Madrasa residents feel responsible for the madrasa environment because they realize that they are one of the producers of waste in the madrasa.

2) External Factors

a) Training from Outside the Madrasah on the Environment

Training on the environment provided by parties outside the madrasah is one of the external factors in the success of the environmentally friendly madrasah program. This was conveyed by the deputy head of the madrasa for student affairs:

"...such as madrasa representatives attending PLH training, then there are trainings from outside parties, there is also socialization..."

One of the trainings that madrasahs received from outsiders was training provided by the Environmental Agency (BLH). This was conveyed by the biology teacher:

"...someone from the Environment Agency and the Province held training education about the environment for teachers..."

Training from outside the madrasah is very helpful in improving the quality of madrasah resources, especially teachers, this can increase the competence and expertise of teachers in the environmental field, then competent teachers can impart their knowledge to madrasa residents.

b) Funds and Assistance for Madrasah Facilities and Infrastructure

Funds are one of the supporting factors in the implementation of an environmentally friendly madrasah program. Funds are used for program development, development of program activities, as well as development and management of environmentally friendly facilities and infrastructure. This was conveyed by the deputy head of the madrasah for public relations:

"...there are also funds, both from outside and from the madrasah's own budget."

The vice principal of the student affairs section also expressed the same thing:



"... our madrasahs also receive financial assistance from the government for the development of madrasahs, yes, moreover our madrasahs will represent the competition for healthy madrasahs, so our madrasahs receive support, one of which is the funding assistance." The provision of facilities and infrastructure assistance by the Environmental Agency (BLH) in the form of trash bins aims to maintain the cleanliness of the madrasah, besides that with a separate trash bin, madrasah residents are taught how to classify waste according to its type, so that by getting used to the madrasah residents disposing of garbage according to its place, These habits will carry over and become a good culture.

No	Factor	Supporting factors
1.	Internals	a. Complete madrasah facilities and infrastructure b. Participation of madrasah residents in daily behavior
2.	external	a. Training on the environment from outside the madrasah b. Funds and assistance with madrasah infrastructure

b. Obstacle factor

In running a program, the program does not always run smoothly, there are several inhibiting factors in implementing the program. There are two factors that become obstacles to program implementation.

environmentally friendly madrasahs At MTs Negeri 2 Medan, these two factors are internal factors and external factors.

1) Internal factors

a) Lack of Awareness of Some Madrasah Residents

An environmentally friendly madrasah program will not run smoothly without the awareness of madrasah residents to maintain and protect the environment. This is one of the inhibiting factors in the implementation of an environmentally friendly madrasah program at Mts Negeri 2 Medan. As conveyed by the deputy head of the madrasah for public relations:

"The first inhibiting factor is the awareness of the madrasah residents, that is to say their role is, sometimes they are aware but sometimes they do things like that again..."

Not all madrasah residents maintain and protect the madrasah environment, some residents still commit violations such as throwing garbage in the wrong place and not caring for plants. The difficulty of some madrasah residents to carry out a clean culture is a reflection of the lack of awareness of some madrasah residents. This was revealed by the deputy head of the madrasah for student affairs:

"The inhibiting factor is that clean culture is still difficult to implement, some students are also not aware of the importance of cleanliness..."

This was also expressed by the deputy head of the madrasah for facilities and infrastructure:

"...if there are also inhibiting factors, human resources, like a culture of clean living, it's still a bit difficult, isn't it..."

The creation of a clean culture in madrasas is one illustration of the awareness of madrasa residents to protect the environment, if this has not been created then the objectives of the environmentally friendly madrasa program have not been maximized. Mts Negeri 2 Medan does not yet have written regulations in the environmental field in general. Madrasah regulations in the environmental field are only in the form of oral regulations. The absence of written regulations makes some students commit acts that are not good for the environment

There are students who violate these oral rules will only be given a warning by the teachers. There are no strict sanctions for violations committed by students. This was conveyed by students of class IX

"What's the penalty, at least just being reprimanded, because the students have never committed a fatal violation, have they just been reprimanded, sis?"

Apart from the students, the same statement was also expressed by the deputy head of the madrasa for student affairs:

"Usually we immediately reprimand, so that students realize their mistakes..."

The absence of strict regulations and sanctions makes some students still commit violations. Reprimands given by teachers and fellow students are still considered less firm because some students still commit violations. The absence of written regulations and sanctions is the goal of the environmentally friendly madrasa program which has not been achieved optimally.

#### c) Some Madrasah Activities Stopped

An environmentally friendly madrasa program will not run smoothly without activities carried out in the madrasa. This is one of the inhibiting factors in the implementation of the environmentally friendly madrasa program at Mts Negeri 2 Medan. Various kinds of activities in the implementation of an environmentally friendly madrasah program are important for realizing the goals of the program, but some activities

#### b) The absence of written regulations and sanctions

on Mts Negeri 2 Medan it is no longer running. This was conveyed by the head of the madrasa:

"...So far there have been a number of activities that have stopped, but there are still many activities that are carried out regularly."

The cessation of some of these activities resulted in the environmentally friendly madrasa program not running optimally. The following is the narrative of the biology teacher:

"... there are several activities that are no longer carried out, but other activities are still running as usual, so they are not optimal."

Some of the activities that are no longer running include clean Friday, dividing parks, and class cleaning competitions. Even though not all activities in madrasas have stopped, there have been a number of activities that have stopped making the implementation of the environmentally friendly madrasa program feel less than optimal.

#### 2) External Factors

##### 1) Different characters and backgrounds of madrasa residents

The different characters and backgrounds of madrasa residents are external factors in the implementation of an environmentally friendly madrasa program. Some students have different characters, this can be seen from the behavior that students do in madrasas, especially in protecting the environment. The following is the narrative of LAP, class IX students and OSIS members:

"...from his friends sis, yes, he still likes to throw garbage out of place..."

The different characters and backgrounds of students make it difficult for students to get used to living cleanly and protecting the environment. This is the head of class VII:

"The difficulty... in coordinating friends there are difficulties, for example in pickets, continuing to take care of classes, but only a few."

From the results of observations and interviews obtained, it can be seen that the different character of students can be seen from the behavior of students while in the madrasa, not all students maintain the cleanliness of the madrasa, there are still some students who throw garbage out of place and not all students carry out their picket duties.

## CONCLUSION

Based on the results of the research, several conclusions can be drawn regarding the implementation of an environmentally friendly madrasa program at MTs Negeri 2 Medan in the following descriptions:

1. The environmentally friendly madrasa program at Mts Negeri 2 Medan started with an appointment by the education office by looking at the potential that madrasas have, then madrasas have an awareness of protecting and managing the environment, this is stated in the vision and mission of the madrasa.
2. The development of an environmentally friendly madrasa program is developed through the vision and mission of the madrasa, the madrasa curriculum, socialization of the program, learning resources, madrasa collaboration, the role of madrasa residents, madrasah and student achievements, madrasah regulations, and madrasah organizations.
3. The development of environmentally friendly madrasa program activities is developed through activities organized by madrasas, activities that madrasas participate in with external parties as organizers, as well as madrasah efforts in implementing environmentally friendly madrasa programs.
4. The development and management of environmentally friendly supporting infrastructure is developed through the provision of infrastructure to address environmental problems in madrasas including waterclean and provision of separate bins and composter. Provision of infrastructure to support environmental learning in madrasah includes composting, water utilization and treatment, forests/parks/madrasah gardens, green houses, toga, fish ponds and biopori. Maintaining environmentally friendly madrasah facilities and infrastructure including spaces with lighting and natural air ventilation, maintenance and arrangement of trees, and choosing the use of paving blocks in madrasah land. Utilizing electricity, water and stationery through savings and warning boards and improving the quality of healthy and environmentally friendly canteen services.
5. Evaluation of the environmentally friendly madrasa program is carried out through regular meetings, as well as meetings held every week, quarterly, semester and annually. The meeting was held to find out how the environmentally friendly madrasa program was implemented.
6. Internal factors supporting the implementation of an environmentally friendly madrasa program, namely complete madrasa facilities and infrastructure and the role of madrasa residents.
7. Supporting external factors implementation of environmentally friendly madrasah programs namely training from outside the madrasah, funds and infrastructure assistance as well as madrasa collaboration with parties outside the madrasah.
8. Inhibiting internal factors the implementation of an environmentally friendly madrasah program, namely the lack awareness of madrasa residents, there are no written regulations and sanctions, some madrasah activities have stopped and the environmentally friendly madrasa program has not been socialized to the community.

9. Inhibiting external factors implementation of environmentally friendly madrasah programs namely the character and background of different students.

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