

Evaluasi pelaksanaan pendidikan lingkungan hidup di PPG lingkup kejuruan: (studi kasus: di PPPG teknologi Malang dan Bandung) = Evaluation of environmental education management in vocational teacher upgrading centers:(a case study at vocational education development center Malang and Bandung)

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Abstrak

Dalam rangka pengembangan SDM yang berkualitas dan pemanfaatan SDA secara efisien serta melakukan aktivitas tanpa mencemari lingkungan diperlukan pendidikan dan latihan. Lembaga Dildat yang mengelola untuk menatar guru-guru SMK adalah Pusat Pengembangan Penataran Guru (PPPG). PPPG Lingkup Dikdasmen terdiri dari 12 PPPG yaitu ada 6 PPPG lingkup kejuruan dan 6 PPPG lingkup non-kejuruan. PPPG Lingkup kejuruan mencakup PPPG Teknologi di Malang, Bandung, Medan. PPPG Kesenian di Yogyakarta, PPPG Pertanian di Cianjur, PPPG Kejuruan di Jakarta. PPPG Lingkup Kejuruan berpotensi menimbulkan dampak terhadap lingkungan khususnya dalam instalasi pada kegiatan praktek sehingga menarik untuk diteliti baik aspek limbah dan gas buang yang dihasilkan maupun aspek sosial, yakni aspek pengetahuan, sikap, ketrampilan widyaiswara terhadap lingkungan.

Berdasarkan hasil Monitoring dan Evaluasi (ME) Dit. Dikmenjur bersama Pusat Pengembangan Penataran Guru (PPPG) lingkup kejuruan selama tahun 1997 sampai tahun 2001 terhadap implementasi PLH pada SMK menunjukkan belum optimal, artinya bahwa hasil pelatihan PLH di P PPG belum menghasilkan guru yang berkualitas sehingga perlu ditindaklanjuti melalui pengkajian ilmiah lewat suatu penelitian.

Penelitian ini bertujuan :

- (a) Untuk mengetahui peran PPPG Teknologi Malang.
- (b) Untuk mengetahui pelaksanaan PLH yang dimulai dan kebijakan, perencanaan, pelaksanaan, evaluasi, sampai perbaikan tindak lanjut.
- (c) Untuk mengetahui pengetahuan, sikap dan perilaku serta penanganan limbah setelah memperoleh PLH di PPPG

Asumsi Penelitian ini: (a) Peran PPPG Teknologi Malang dan Bandung belum optimal, (b) Penerapan pengelolaan dan cara/pola pelaksanaan program PLH di PPPG Teknologi belum optimal, (c) Pengetahuan, sikap dan ketrampilan widyaiswara setelah memperoleh PLH belum optimal.

Penelitian ini menggunakan metode penelitian deskriptif dengan pendekatan penelitian kualitatif. Menurut sifat dasar penelitian ini menggunakan metode survei, hal ini dilakukan karena data yang dikumpulkan relatif terbatas dari jumlah kasus yang relatif besar jumlahnya. Populasi dalam penelitian ini adalah PPPG Teknologi Malang dengan jumlah widyaiswara 40 orang, pengelola PPPG (Struktural} 5 orang, pelaksana 9 orang (middle) dan PPPGT Bandung dengan jumlah widyaiswara 40 orang (low), pengelola 9 orang (top) dan pelaksana 9 orang (middle). Kedua PPPG Teknologi tersebut mempunyai karakter yang sama, terutama bidang/program keahlian dan karakter asli lingkungan widyaiswara. Sedangkan penentuan sampel orang

(widyaiswara dan pengelola PPPG Teknologi) yang akan dijadikan responden dalam penelitian ini dilakukan secara stratified random sampling (acak bertingkat sederhana). Penerapan ISO-14001- SML digunakan sebagai standard ukuran dalam manajemen lingkungan.

Hasil penelitian yang diperoleh adalah sebagai berikut :

1. Peran PPPGT dalam pelaksanaan PLH: (a) Mengajarkan materi lingkungan hidup pada setiap program penataran di PPPGT Malang sebanyak 13 jenis pelatihan dengan 9 materi sedangkan di PPPGT Bandung sebanyak 12 jenis pelatihan dengan 6 materi, (b) Mengembangkan bahan ajar kejuruan yang terintegrasi dengan materi PLH di PPPGT Malang sebanyak 5 judul sedangkan di PPPGT Bandung 3 judul, (c) Membantu mengembangkan alat Bantu mengajar PLH di PPPGT Malang sebanyak 6 jenis sedangkan PPPGT Bandung 8 jenis, (d) Pelaksanaan monitoring dan evaluasi PLH pada SMK sebesar 22,22%, dan tidak ada pelaksanaan monitoring dan evaluasi sebesar 77,78% baik di PPPGT Malang maupun di PPPGT Bandung, (e) Ada kerjasama dengan institusi terkait 77,78% dan tidak ada kerjasama 22,28% di PPPGT Malang sedangkan di PPPGT Bandung ada kerjasama (88,11%) dan tidak ada kerjasama (11,11%), (f) Menyusun laporan caturwulan tentang pelaksanaan PLH di PPPGT Malang seperti laporan dibuat dan dilaporkan ke atasan sebesar 20%, dibuat dan tidak dilaporkan ke atasan sebesar 60%, tidak dibuat dan dilaporkan ke atasan sebesar 20%, sedangkan di PPPGT Bandung laporan dibuat dan dilaporkan ke atasan sebesar 33%, dibuat dan tidak dilaporkan ke atasan sebesar 44%, tidak dibuat dan dilaporkan ke atasan sebesar 22%.
2. Pengelola PPPGT dalam Pelaksanaan PLH: (a) Kebijakan PLH dalam bentuk tertulis dan dikomunikasikan PPPGT Bandung 67,35 % dan PPPGT Malang 46,66%, (b) Penyusunan Program PPPGT Malang 88,89% dan PPPGT Bandung 79,31%, (c) Pelaksanaan dan Operasional terdiri dari: (1) Struktur dan tanggung jawab untuk melaksanakan PLH di PPPGT Bandung 66,67% dan PPPGT Malang 55,56%, (2) Memperoleh DIKLAT PPPGT Malang 91,84% dan PPPGT Bandung 32,65%, (3) Komunikasi dalam pelaksanaan PLH di PPPGT Bandung 55,56% dan PPPGT Malang 44,44%, (4) Dokumentasi di PPPGT Malang 64,29% dan PPPGT Bandung 33,33%, (5) Bentuk pelaksanaan PLH di PPPGT Malang menunjukkan pada ke empat point diatas secara keseluruhan sebesar 73,33% dan PPPGT Bandung 62,07%, (d) Dampak PLH pada unit Bengkel sebesar 70% di PPPGT Bandung dan Malang sebesar 58,33%, (e) Membuat kebijakan Baru sebesar 100% di PPPGT Malang dan 71,43% di PPPGT Bandung.
3. Kinerja PPPGT dalam Pelaksanaan PLH: (a) Ada perubahan dalam melaksanakan hemat energi di PPPGT Bandung diungkapkan responden sebesar 6,12% sedangkan di PPPGT Malang 0%, (b) Usaha dan Upaya Penerapan Limbah Cair 87,50% di PPPGT Malang dan 50% di PPPGT Bandung, (c) Usaha dan Upaya Penerapan Pengelolaan Sampah 40% di PPPGT Malang dan 32,50% di PPPGT Bandung, (d) Kondisi setelah melaksanakan PLH 28,57 % di PPPGT Malang dan 20,41% di PPPGT Bandung, (e) Bentuk Kegiatan yang menunjang kegiatan pasca swiss contac Fungsi Institusi (Diklat) 60% di PPPGT Malang dan 40% di PPPGT Bandung.

Kesimpulan dari penelitian ini adalah: (a) Pelaksanaan peran PPPG Teknologi Malang dan Bandung dalam melaksanakan pendidikan lingkungan hidup belum optimal, hal ini dibuktikan bahwa enam peran tersebut, ada 3 peran yang kurang dilaksanakan, (b) Pengelolaan PLH di kedua PPPGT dalam melaksanakan PLH belum optimal baik kebijakan, perencanaan, pelaksanaan dan operasional, pemeriksaan dan tindakan perbaikan, tindakan manajemen, (c) kinerja PLH belum optimal baik penerapan hemat energi, penanganan

limbah cab, padat kondisi PPPGT dalam melaksanakan PLH, kondisi PPPGT Pasca swisscontac.

<hr><i>Training and education are needed to develop the quality of human resources, to utilize natural resources efficiently, and to do activities without polluting the living environment. The institution that educates and trains senior high school teachers is the Center for Development of Vocational Teachers Training. The Directorate General of Primary and Secondary Education of Ministry of Education has 12 units of PPPG, which are divided into six vocational PPPGs and other six non-vocational PPPGs. There are three vocational PPPGs, which ones are the Technology PPPGs in Malang, Bandung and Medan. The other three are Art PPPG in Yogyakarta, Agriculture PPPG in Cianjur, and Skill Training PPPG in Jakarta. Activities held at PPPGs have the potential to pollute the environment, especially when they do practices. It is interesting to study this potential and the social aspect of the school environment, such as knowledge, attitude, and skills of trainers regarding the environment.

Monitoring and evaluation done by Directorate of Secondary and Vocational Education and Education in Center for Development of Vocational Teachers Training in 1997-2001 show that environmental education for Vocational Senior Secondary School has not been optimum. This means that the trainings in PPPGs have not produced qualified teachers, so that it needs further in depth-study.

This research aims to:

- (a) know the role of Technological PPPG in Malang.
- (b) Know the PLH execution started from policy, planning, implementation, evaluation and action plan for improvement
- (c) know knowledge, behavior and attitude and also the management of disposal after obtaining PLH in PPPG.

These research assumptions are as follow: (a) the role of Technological PPPG in Malang and Bandung is not yet optimal, (b) Applying of management and way of PLH program implementation pattern in PPPGT is not yet optimal, (c) Knowledge, attitude and skill of trainees obtaining PLH are not yet optimal.

This research uses descriptive research method with qualitative approach.. According to its nature, this research uses survey method, because it is conducted under limited data. In that can be collected in a relatively considerable amount of cases. Population in this research is Technological PPPGT in Malang which has 40 trainers (Widyaiswara), 5 PPPGT organizers, 9 executors and PPPGT Bandung which has 40 trainers, 9 PPPGT organizers, 9 executors. Both of the Technological PPPG have the same characters, especially in area/membership program and original characters of widyaiswaras determination of people sample (PPPGT organizer and widyaiswara) to be the respondents in this research is conducted by stratified random sampling (high rise random modestly). ISO-14001- SML application is used as it is a standard measurement in environmental management.

The Results of the research are as the follow:

1. The role of PPPGT in PLH implementation : (a) Teaching environment items in each upgrading program in PPPGT Malang 13 training types by 9 items while in PPPGT Bandung counted 12 training types by 6 items, (b) Develop vocational teaching materials which integrated with PLH items in PPPGT Malang

counted 5 titles while in PPPGT Bandung 3 titles, (c) Assist to develop tools to teach PLH in PPPGT Malang counted 6 types while PPPGT Bandung 8 types, (d) evaluation and monitoring PLH at SMK equal to 22,22%, and there are no monitoring and evaluation equal to 77,78% either in PPPGT Malang and also in PPPGT Bandung, (e) There is cooperation with related/relevant institution 77,78% and there no cooperation 22,28% in PPPGT Malang while in PPPGT Bandung there is cooperation (8 8,11%) and there no cooperation (11,11 %), (f) Compile report for four months period about PLH implemented in PPPGT Malang like report made and reported to superior equal to 20%, made but not reported to superior equal to 60%, not made and not reported to superior equal to 20%, while in PPPGT Bandung report made and reported to superior equal to 33%, made but not reported to superior equal to 44%, not made but reported to superior equal to 22%.

2. PPPGT Organizers in PLH management: (a) Policy of PLH in the form of written document and communicated by PPPGT Bandung 67,35 % and PPPGT Malang 46,66%, (b) Compilation of PPPGT Malang program 88,89% and PPPGT Bandung 79,31%, (c) Implementation and operation consist of: ( 1) Structure dan responsibility to PLH implementation in PPPGT Bandung 66,67% and PPPGT Malang 55,56%, ( 2) Obtaining PPPGT Malang training 91,84% and PPPGT Bandung 32,65%, ( 3) Communications in PLH implementation in PPPGT Bandung 55,56% and PPPGT Malang 44,44%, (4) Documentation in PPPGT Malang 64,29% and PPPGT Bandung 33,33%, (5) Form of PLH implemented in PPPGT Malang show at four points above the whole, equals to 73,33% and PPPGT Bandung 62.07%, (d) PLH impact on Workshop unit equals, 70% in PPPGT Bandung and Malang equals 58,33%, (e) Make new policy equals 100% in PPPGT Malang and 71,43% in PPPGT Bandung.

3. PPPGT performance in PLH implementation: (a) There is a change in executing to economize energy in PPPGT Bandung laid open by respondents which is equal to 6,12% while in PPPGT Malang 0%, (b) the Effort and Effort Applying of Liquid Waste 87,50% in PPPGT Malang and 50% in PPPGT Bandung, (c) the Effort and Effort Applying of Management of garbage is 40% in PPPGT Malang and 32,50% in PPPGT Bandung, (d) the Condition of after PLH implementation 28,57 % in PPPGT Malang and 20,41% in PPPGT Bandung, (e) Form of Activity which supporting activity of Function Institution post Swisscontact (training) 60% is in PPPGT Malang and 40% in PPPGT Bandung.

The conclusions, of this research are: (a) The role of PPPGT Malang and Bandung in implementing education of environment is not yet optimal, there are 3 not implemented, (b) The management of PLH of both PPPGTs regard PLH implementation not yet optimal whether in policy, planning, operation and implementation, action and evaluation, or management action, (c) PLH performance is not yet optimal whether in applying o f energy, liquid, the management of disposal, is condition of PPPGT in PLH implementation, condition of PPPGT post Swiss contact.</i>