Authentic Assessment

Mujahidin
STAI Miftahul Ula Nganjuk
Mujahidin@gmail.com

Abstract: In the era of Competency-Based Curriculum / School-Based Curriculum, the assessment emphasizes students' performance in each subject. They are required to acquire not only the cognitive aspect but Also the performance aspect. One assessment models relevant to this is the authentic assessment. Such an assessment emphasizes students' ability to meaningfully demonstrate the knowledge they have acquired. The assessment not only Asks questions about the knowledge they have acquired, but requires the actual performance Also relevant to the knowledge. There are some differences between a traditional assessment and an authentic assessment. The former emphasizes the elicitation of knowledge the students have acquired through objective tests, while the latter emphasizes the tasks that the make the students practice learning outcomes meaningfully in real life, reflecting the mastery of knowledge and skills in a particular subject. The Necessary steps to develop an authentic assessment include (1) setting the standard; (2) assigning authentic tasks; (3) selecting the criteria; and (4) designing the rubric. One popular authentic assessment at present is the portfolio assessment models. This models is a class-based assessment conducted during the learning process. A portfolio is a collection of students 'works systematically arranged during A Certain learning period, used to monitor the development of the students' knowledge, skills, and attitudes in a particular subject.

Keywords: Authentic assessment, Traditional assessment, Portfolio

Introduction

Developments around student learning outcomes assessment in line with development of curriculum that is used. This was due to assessment is one component directly related to the curriculum. The curriculum itself there is the one set of plans and lawyer-rule on the purpose, content, and teaching materials and methods used as guidelines for the implementation of all learning activities

to achieve certain goals (PP 19, Th., 2005: 3). To measure the levels of achievement of the curriculum at school level, which includes its special purpose and content, Assesment against the achievements of learning be done. In a competency-based curriculum as magnified use in education in Indo-Eng - which named Ting-kat Curriculum Education Unit (SBC) - component ratings pen-ting position. There are three main focus in the development of competency-based curriculum, namely the determination of competence, syllabus development, and development assessment. Components are believed to have a real impact assessment for learning component to student success, the valuation is now placed in a prominent place in a series of learning activities. The form and method of assessment in many ways influenced the pen-ting for the learning process, how teachers should membelajarkan and how students should learn, and thus determining the achievements kom-petensi.

The term "assessment" in Indonesia can be synonymous with evaluation and now also popular term "assessment" (assessment). There are a multitude of definitions assessment stated man, which, though different formula's, generally refers to meansis nearly equal. According Linch (1996: 2) assessment is a systematic effort to gather information to make pertimbang late and decisions. Brown (2004: 3) who deliberately chose the term test and clicking artikannya as a way of measuring the skills, knowledge, or pe-nampilan someone in context purposely determined. Or, assessor-an-pengum defined as the process and the gathering of information processing to measure the achievement of learning outcomes and learner (PP No. 19 Th 2005: 3).

Implementation of the KBK (Ber-base curriculum Competence) and who later became the SBC in education in Indonesia requires the use of pressure air-assessment model different from the previous use of curricula. In an era of KBK / SBC emphasis there was the one vote on the competence of the student's performance suits their subjects. Students are not only required to

understand this aspect of knowledge, but also what can be done with his knowledge of it. One model assessment in accordance with the concept to students, the valuation is now placed in a prominent place in the learner's activity series. The form and method of assessment in many ways influenced the pen-ting for the learning process, how teachers should membelajarkan and how students should learn, and thus determining the achievements competitions.

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portfolio model, has now become something that must be done.

Discussion

1. Itself Authentic Assessment

Authentic assessment model (authentic assessment) today many be spoken in education because this model is recommended, or even ha-rus emphasized, its use in activities assessing learning outcomes jar defenders. One of the problems showed is not necessarily all teachers / lecturers understand the concept and doubt-enforcing the authentic assessment. If a concept is not intelligible, how might we want to use it for practical purposes in learning activities? Perhaps the me-have thought or said it backs use of authentic assessment to evaluate student learning outcomes, but in fact they are not.

Authentic assessment process and the assessment concerned with results at once. Thus, the entire display series of activities can be assessed objectively, what is, and is not solely based on the final outcome (products) only. Anyway very much performance sis displayed during learning activities till assessment should be performed during and in line with its ongoing activities of the learning process. When viewed from the perspective of Bloom's theory -a model referenced in the assessment development some curriculum in Indonesia before this- assessment should include cognitive, affective, and psycho motorist.

How ratings are also different kinds, can use nontes models and tests at once, and can be done anytime simultaneously with instructional activities. However, it should still be well planned. For example, by providing test (repeats) daily, exercises in all welding, assignment, interviews, observer's, questionnaires, field notes / daily, portfolios, and others. Assessment is done through various ways or models, involving various domains, as well as covering the process and the product is then referred to as the Assesment authentic.

Authentic can mean and guaranteeing: objective and real, concrete, actually result to see the students, as well as accurate and meaningful.

Authentic assessment emphasizes all learners inability to demonstrate the knowledge in a real and meaningful. The assessment activities are not just ask or tapping the knowledge that has been known to the learner, but the real performance of the knowledge that has been mastered. As in-state Mueller (2008) Oten-tick assessment is: a form of assessment in the which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. Thus, authentic assessment is a form of a task that requires learners to demonstrate the real-world performance significantly which is an essential application knowledgeand skills. According Stiggins (via Mueller, 2008), authentic assessment is an assessment of performance (perfomansi) that asks the learner to demonstrate keterampil early and specific competence which is the application of knowledge mastered.

Something similar was stated by Hiebert, Valencia, and Afferbach (1994, http://www.eduplace.com/,downloaded 5-9-2008) which states that authentic assessment is an assessment of the tasks that resemble the activities of reading and writing se-how it does in the real world and in school. The purpose of assessment is to measure a range of skills in a variety of contexts shortly reflect real world situations where skills terse-but used. For example, assignments to learners to read various actual text-realistic, writing such topics as his thing in real life, and berpar-un- announced concrete in discussions or book review, write for journals, letters, or edit the text until it is ready to print. In this activity, both teri ma-learning and assessment looks or even indeed natural.

Thus, this model assessment mene-Kankan on performance measurement, doing something, doing something that me-rupakan application of science-huan pengeta which has been controlled by teore-tis. More authentic

assessment requires learners to demonstrate knowl-knowledge, skill, and strategy of de-ngan creation or pro-duk answer. Students are not just asked me-response answers as in the test tra-disional, but demanded to creating and menghasil-right answer motivated by theoretical knowledge. In the assessment of ability compose for example, estab-learning is able to analyze the characters in a fiction, mempertang-se accounted for the performance-based methods of reasoning, making reviewer literary text, and others.

Performance issues, performance, de-monstrasi, or whatever the term, ten-plague in the sense according to the characteristics of each eye pe-disable in. Each subject course me-have performance criteria that are not necessarily the same as the subjects to another. Performance results of language learning is not the same with mathematics learning outcomes, automotive engineering, dressmaking, music, and others. However, in principle all subjects shall carry out an assessment and one of them with an authentic assessment models. Despite the different characteristics of each subject, whether categorized as exact sciences and social and humanities, all of which seems to me-apply a model of authentic assessment Khu-susnya the form of a portfolio. This is evident from the results Mahanal (2005) on the application of the assessment portfolio for science subjects in third grade elementary school, and research Abdillah (via Mahanal, 2005) on the application of assessment portfolios to measure the ability of cognitive, affective, and psi-komotor which both show good results.

2. Authentic Assessment Traditional Assessment versus

actual authentic assessment has long been known in the world of education, but the new rising star in the era of the SBC. In fact, the forms of authentic assessment is not an alien stuff for educators in Indonesia because most (either as perpetrators or election forms) has assessed the model. Only indeed in general we are more familiar with the traditional model of assessment.

Traditional assessment in this regard is seen as more assessments me-nyadap knowledge has been mastered as a student learning outcomes are generally billed through other forms of objective tests. On the other hand, Assesment authentic more emphasis on providing a demanding task estab-study to show, practice, or demonstrate results pembe-lajarannya in the real world in air-meanings that reflect the ruler's knowledge and skills da-lam a subject. In short, traditional assessment emphasizes bill mastery of knowledge, se-dang authentic assessment or tam-Pilan performance that reflects the mastery of knowledge and skills.

More concretely Mueller (2008) shows the similarities and differences between traditional and authentic assessment ratings. Rate tradi-sional among others has the following characteristics.

- The mission of the school is expanding-kan productive citizens.
- To be pro-duktif citizen, one must master the scientific disciplines and specific skills.
- Thus, schools must teach students scientific disciplines and the kete-rampilan.
- To measure the success of estab-belajaran, the teacher must test the sis-wa to determine the level of scientific and pe-nguasaan-Pilan keteram it.
- The curriculum drives assessment; the body of knowledge is determined first.

  On the other hand, authentic assessment has the following characteristics.

- The mission of the school is expanding-kan productive citizens.

To be pro-duktif citizen, one must be able to me nunjukkan mastery of doing something meaningful in real-du-nia.

- Thus, schools must expand-kan students to mendemon-strasikan ability / skill to do something.
- To measure the success of estab-belajaran, teachers should ask students to

do specific activities were significantly reflecting real-world activity.

• Assessment drives the curriculum; the teachers first Determine the tasks that the student will perform to demonstrate Reviews their mastery.

In addition to the above matters, another thing that differentiates both types of pitch-call vote, if in aggregated dikoto-mis, is the form of the difference between:

(i) selecting an answer and showed an activity; (ii) shows pe-nguasaan knowledge and demonstrate proficiency by doing something; (iii) me yelling back or recognition and construct or application; (iv) questions and answers prepared teachers and students formulate their own answers; and (v) the circumstantial evidence and direct evidence (factual).

Differences between the two models above assessment is unnecessary exaggerated. However, in learning activities in se-school graduation, they nonetheless are equally needed. Both models have their respective advantages. Receivable late to the learner's knowledge (proficiency) can not be ruled out simply because it would constitute a learner to be able to work properly on strike, and mastery of knowledge is more precisely measured by tests tradisio-nal. However, the assessment is not true if only deal with things like that. Both models are suggested assessment equally be used to measure suits their competence, but with an emphasis on authentic assessment. Thus, the use of all the votes of two models are complementary. It was similar to the assessment in the learner's communicative language also confirmed the ratings prakomunikatif se-not learners master the target language system to be communion-ed with it in a concrete language.

3. BenefitsUse Authentic Assessment

WhyAuthentic assessment is now on-recommend its use, whether the model is different and theoretically promising results that differ from the

traditional valuation models? Because authentic assessment emphasized the achievements of learners to demonstrate the performance, doing something, learning readiness for work staged after participating in learning activities certainly more sig-nifikan. In addition, there are some other man-faat use authentic assessment, as stated Mueller (2008), is as follows.

First, the use of authentic assessment allows for direct measurement of the performance of the learner as an indicator of competence dibelajarkan Capain. Rate the only measure ca-knowledge has been mastered to achieving learners are not just lang-sung. However, authentic assessment menun-tut learners to work da-lam staged a concrete situation and at the same time automatically mean that also reflects the skills, mastery and all keilmuannnya. The performance is direct, directly related to the context of real-world situations and zoom can be observed directly. It was over shortly reflect the level of achievement in the areas studied. For example, in the defense-jar speak the target language, learners do not just practice saying la-fal, select the word, and develop time-mat, but also mempratikkannya in concrete situations and actual topic realistic so that it becomes more meaningful.

Second, authentic assessment gives learners the opportunity to re-construct learning results. Assessor's should not simply ask the learner to repeat what they have learned since that case only the one training them memorize and recall are less meaningful. With authentic assessment learners are asked to construct what is achieved when they are faced with a concrete situation. Degan this way the learner will select and prepare answers based on knowledge and analysis of the situation carried out in order to answer to its relevant and meaningful.

Third, authentic assessment memung-kinkan integration of the activities of teaching, learning, and assessment of downloading a single package of integrated activities. In traditional learning, as well as traditional valuation

models, including all teaching and assessment activeities-rupakan me something separate, or deliberately separated. However, de-mikian case with the model of authentic assessment. Those three things, namely ak-tivitas membelajarkan teachers, students learn and teachers to assess the achievement of learning outcomes of learners, is a series that was deliberately-designed case. When teachers are teaching a topic backing and active learners learn, the judgment is not merely in the form of a charge of the pe-nguasaan the topic, but learners are also asked to demonstrate, practice work in a concrete situation deliberately created.

Fourth, authentic assessment gives learners the opportunity to Menam-pilkan study results, their performance, in a way that is considered the most good. In short, this model allows learners to choose their own way, Ben-tuk, or view him the most effective. It is different from traditional assessment, for example the form of a multiple choice test, which has only one way to answer and do not offer other possibilities to choose from. Answer learner de-ngan this model is uniform, and it was easier for us to process, but it closed the creativity of learners for the creation of an answer or performance. In fact, the element kreati-Vitas or creative ability Meru-feed essential thing that must diusaha-kan ketercapaiannya the learning objectives.

4. Development of Authentic Assessment

All series in the scope of teaching and learning activities should be planned well in order to deliver results and maximum impact. These are problems which led to the intensification of pe-nerapan educational technology in education. Good planning should also be applied in the assessment activities become an integral part of the learning activities. Mueller (2008) suggests sejum the one step that needs to be taken da-lam development of authentic assessment, namely that includes (i) a determination stan-dar; (ii) the determination of authentic tasks; (iii) development of criteria; and (iv) the

manufacturing sections.

a. Determination

Standardse-fruit intended as a statement of what should be known or can be learners. In addition to the standard no goal (general purpose) and objective (special purpose), and standard is in between. The standards can be observed (observable) and measured (measurable) all tercapaiannya. A general term in-use in the world of education in Indonesia for the standard of competence throughout how to look at KBK and SBC. The curriculum known in their standard terms lu-lusan competence and basic competences. Competency standards is a qualified graduate capabilities that include attitudes, knowledge, and skills (PP No. 19 Year 2005: 2), while the basic competence is the competence or the minimum standards that must be pitch-tired or controlled by the learner.

Competence, whether formulated as a standard competency and basic competency, a reference and objectives to be achieved in all the whole process of learning. Therefore, what competencies will be achieved it must be the first set. For the School Curriculum (SBC), standard and basic competencies, which in PP 19 Year 2005 on National Education Standards called Graduate Competency Standards (SKL), having clearly in-point. Standard Competency is then used as a pedo-man assessment in the determination of all graduate students from pen-discipline unit. As standards and basic competencies traditionally been abstract, basic competence is then translated into a number of more operational indicator so obvious abilities, skills, or what would be accomplished performance measurement.

Standard Competency of course should reflect people's expectations about what should be achieved and or controlled by a particular graduate education unit. As a result of the development of science and technology in the information age, this mature development of life so quickly, change for change

so quickly, what was once considered to be established or menzaman, in a matter of a little years or even months, it has become outdated. Thus, the change has become a key word to keep it afloat. Thus, Keter-opener against the change also something that should be accepted and addressed properly. Consequently, one of the competencies are prepared for graduate education units also have to accept and follow the current per-change it, and it means that the formulation of competence must correspond de-ngan realistic demands of the times.

b. Determination Task Authentic

authentic tasks are the tasks that actually charged to the learner's achievement to measure competencies that learned, both when learning activities still going on or when it is air-end. Measurement results of the attainment of learners in rea-listik do in class can be either traditional or authentic models at once depending on the competence or indicators to be measured. Task authentic (authentic task) is often synonymous de-ngan authentic assessment (authentic asses-SMent) even though the scope mak-na wider second. The problem that immediately arises is what tasks or any measurement models that can be categorized as a task or authentic assessment.

All activity measurements of pen-discipline must be based on standards (standards of competence, basic competence) that has been set. Similarly, the provision of authentic tasks. Selection of these tasks must first be referred to the competence of which will be measured achievement. Second, and this is typical of authentic assessment, selection of tasks it must reflect the real situation or needs in the real world. So, in an authentic assessment must be contained two things at once: in accordance with the standards (competence) and relevant (significant) with real life. Two things must be ter-called reference-tika us to create authentic tasks un-tuk measure the achievement of learning competencies to students.

Thus, what in-assigned by the teacher to the learner and conducted by the learner already reflect competencies that are needed in real life. That means there is a correlation between education on the one hand with the demands of life in the real world on the other side. For instance, in learning a language, any target language, there must be competency standards relating to the ability to write. Writing in this connection not just write for the sake of writing itself, but rather writing to produce written work that is needed in the real world. For example, writing a job application letter, mail products, writing articles for the media, and others. For that, properly accounting-atan authentic tasks within the framework of the achievement of authentic assessment of learning outcomes learners must be related to the ability to produce papers such species.

c. Manufacture Criteria

If standards (competence, basic competence) is the direction and guidance of learning competency-jarkan defended by educator and will be achieved in the subject learner, the learning process must be consciously directed to the achievement of predetermined competence. Similarly, the assessor's intended to measure the levels of achievement of competence as evidence of learning outcomes. For that, we need kri-Teria to describe ca-to achieving competency in question. Kri-Teria is a statement that describes the level of achievement and a clear evidence of the four achievement subject of study with certain desirable qualities. Criteria typically also been formulated prior to the implementation of the estab-belajaran. In a competency-based curriculum criteria known de-ngan designation indicator.

In learning activities, se-mua-ha competence that learned rus levels measured by estab-learning achievements. If within the scope of authentic assessment should involve two kinds of relevance, namely in accordance with kom-petensi and meaningful in late kehidup real, criteria or indicators developed assessment must also contain both these demands. In short, an

achievement of learning outcomes assessment criteria have to match the competencies that learned and also meaningful or relevant to real life. Total kri-Teria made relative, but should be limited, and that certainly kri-Teria have to unravel the achievements of the essential things in a standard (competency) because that is the core competency mastery of learning. We do not mung-kin to collect all the tasks that are simultaneously studied teaching and student sub-jack.

In addition, the manufacture of the criteria should be based on the provisions that have been expressed well, both in terms of pe-effective for the purposes nilaian learning outcomes. Terms of keten-host, among others: (i) must be clearly formulated-kan; (ii) a concise; (iii) can be measured, and therefore should be used verb-onal operations; (iv) refers to the behavior of learning outcomes, what to do and how the required quality; and (v) should be written in a language understood by the subject students. The formulation of a clear and operational criteria will be easier for us, the teachers, to conduct the assessment.

d. Making theRubric

Assessmentauthentic approach reference assessment criteria (criterion referenced measures) to determine the value of the subject of student achievement. Thus, the value of an estab-study determined how high ki-nerja real display that indicates the level of achievement that learned kompe-tension. For tukan menen high-performance low score in question, must diperguna-kan tools scale to give scores for each criterion specified. Tool is called a rubric (rubric). Sections can be understood as a scoring scale (scoring scale) were used to assess students' ki-nerja subject to each criterion against certain tasks (Mueller, 2008).

In one section, there are two main points that must be made, the criteria

and the level of achievement of performance (level of performance) for each criterion. Criteria contain essential matters standard (competency) you want to measure the level of achievement ki-nerjanya essentially and the con-Kret represents the measured standard-paiannya ca. By limiting criteria on essential matters, can be avoided many established criteria that led to my vote-rang becomes practical. In addition, the criteria must be the one formulated or otherwise (so: a statement and not a sentence) concise, conversational language with grammatical, and truly reflects the essential matters (standards / competencies) that are measured. In a rubric, the criteria may be or may also be labeled with certain words that better reflect the contents, for example with the words: elements assessed.

The level of achievement of performance, on the other hand, is generally shown in the figures, and commonly is 1-4 or 1-5, the size of the figure also shows the low height of his achievements. Each of these figures has his usual verbal description is represented, for example, a score of 1: there is no performance, while a score of 5: performance is very convincing and meaningful. Des-kripsi verbal sounds should be appropriate de-ngan criteria to be measured. To be sure there are many variations in the manufacturing section, as well as to the criteria and the level of achievement of performance figures. Rate the level of achievement throughout the learner's performance is done by marking the corresponding figures. Rubric typically displayed in the table, the criteria are placed next to and level of achievement on the right of each criterion was measured achievements. For example, to measure appear a student's speech, made the following rubric.

Table 1: Assessment Rubric Sample Addressing Capability

No.	aspect Assessed	OutcomesLevel Performance				
		5	4	3	2	1
1.	The accuracy of pronunciation and intonation					
2.	Accuracy of Diction					
3.	Accuracy Structure Grammatical					
4.	Stile Words					
5.	Comprehension and Fluency					
6.	Accuracy Ideas					
7.	Accuracy idea					
8.	Breadth notion					
9	linkage					

					Antargagasan	.
					The significance of narrative	10.

sections can also be made in the analytical (analytic rubrics) and holistic (holistic rubrics). Rubrik analitis menun-juk pada rubrik yang memberikan peni-laian tersendiri untuk tiap kriteria. Jadi, tiap criteria mempunyai nilai tersendiri. Pada umumnya, rubrik bersifat analitis. Contoh di atas juga merupakan rubrik analisis. Rubrik holistik, di pihak lain, adalah yang tidak memberikan peni-laian capaian kinerja untuk tiap kriteria. Penilaian capaian kinerja diberikan se-cara menyeluruh untuk seluruh kriteria sekaligus. Misalnya, penilaian diberi-kan dalam pernyataan verbal seperti: sedang, cukup, baik, amat baik; atau kurang memuaskan, memuaskan, amat memuaskan.

5. Contoh Penilaian Otentik: Porto-folio

Salah satu penilaian otentik yang kini popular dipergunakan di dunia pendidikan di Indonesia adalah por-tofolio (portfolio). Bahkan, tampaknya di Indonesia penilaian model portofolio lebih dahulu dikenal para guru dari-pada penilaian otentik bersamaan de-ngan pelaksanaan KBK/ KTSP. Tam-paknya, tidak terlalu salah jika dikata-kan bahwa salah satu trade mark Assesment era KBK/KTSP adalah dengan model portofolio. Kini, penilaian porto-folio semakin ramai dibicarakan dan diakrabi para guru dan dosen yang mengajukan sertifikasi profesionalisme pendidik lewat pembuatan portofolio. Sebelumnya, portofolio sudah lebih banyak dikenal di dunia usaha dan perkantoran.

Penggunaan portofolio sebagai sa-lah model penilaian hasil belajar bahasa dan sastra juga cocok karena dengan cara ini mahasiswa/siswa dipaksa

atau terpaksa harus membuat karya tulis. Penilaian model portofolio juga men-jamin memberikan data otentik tentang capaian kemampuan berbahasa. Peni-laian portofolio merupakan salah ben-tuk penilaian berbasis kelas yang me-rupakan penilaian yang dilakukan da-lam proses pembelajaran. Penilaian ber-basis kelas merupakan proses pengum-pulan dan penggunaan informasi dan hasil belajar peserta didik yang dilaku-kan guru dengan menetapkan tingkat pencapaian dan penguasaan berkaitan dengan kompetensi yang ditetapkan dalam kurikulum (Supranata & Hatta, 2004:5).

Di pihak lain, portofolio dapat di-pahami sebagai sekumpulan karya yang disusun secara sistematis selama jangka waktu pembelajaran tertentu yang dipergunakan untuk memantau perkembangan pengetahuan, keteram-pilan, dan sikap peserta didik dalam suatu mata pelajaran (Supranata & Hatta, 2004:21). Portofolio antara lain diperoleh lewat penugasan yang diberi-kan secara terencana dan terstruktur. Jadi, selain untuk menilai hasil belajar peserta didik, portofolio juga dapat di-fungsikan sebagai sarana untuk me-mantau perkembangan kemajuan be-lajar. Pemahaman yang tidak berbeda dikemukakan oleh Mueller (2008) yang menyatakan bahwa portofolio adalah kumpulan karya peserta didik yang secara khusus diseleksi untuk menun-jukkan keadaan secara khusus keadaan peserta didik.

Portofolio merupakan bukti (evi-dence) pengalaman yang dihasilkan se-panjang waktu pembelajaran yang di-jadikan objek penilaian. Penilaian mo-del portofolio tepat untuk melatih siswa atau mahasiswa menghasilkan karya tulis secara konkret, faktual, dan kon-tekstual. Karya yang diperoleh adalah hasil kerja langsung mahasiswa, maka portofolio merupakan bahan untuk Assesment otentik sekaligus penilaian ki-nerja (performance assessment) dan juga menjadi bagian dari penilaian berbasis kelas. Bahan yang termasuk portofolio sebenarnya dapat apa saja yang me-nyangkut semua perilaku siswa ketika mengikuti kegiatan pembelajaran. Barton & Collins (1997, via Supranata & Hatta, 2004:

25-26) membedakan objek penilaian portofolio (evidence) ke dalam: (i) hasil karya peserta didik (artifacts): hasil kerja yang dilakukan di kelas; (ii) reproduksi (reproduction): hasil kerja pe-serta didik yang dilakukan di luar ke- las; (iii) pengesahan (attestations): per-nyataan dan hasil pengamatan guru/ pihak lain terhadap peserta didik; dan (iv) produksi (productions): hasil kerja peserta didik yang sengaja dipersiap-kan untuk portofolio.

Penilaian portofolio haruslah sesuai dengan tujuan atau kompetensi yang akan diukur. Karena portofolio dapat bermacam-macam tergantung tujuan yang ingin dicapai, pembuatan porto-folio haruslah secara jelas untuk me-nunjukkan kompetensi yang mana. Misalnya, apakah yang menyangkut kompetensi kognitif, psikomotor, atau afektif. Untuk tampilan ranah kognitif juga dapat dibedakan ke dalam ber-bagai macam portofolio. Misalnya, por-tofolio yang dimaksudkan untuk me-ngetahui perkembangan kemampuan menulis: menulis ilmiah, menulis ber-bagai bentuk surat, menulis iklan, me-nulis kreatif, dan lain-lain. Selain itu, penilaian portofolio juga berkaitan de-ngan berapa jumlah karya yang di-butuhkan, bagaimana cara memilih dan melibatkan peserta didik yang bersang-kutan, bagaimana cara menilai (misal-nya dengan mengembangkan rubrik), dan lain-lain. Pengembangan rubrik untuk tiap jenis portofolio belum tentu sama, tergantung komponen yang akan diukur.

Penutup

Akibat tuntutan zaman yang begitu cepat berkembang, dunia pendidikan haruslah secara aktif melakukan ber-bagai inovasi baik yang menyangkut isi, kompetensi, proses, penilaian, mau-pun berbagai aspek terkait lain-lain yang ditunjuk dalam standar nasional pendidikan. Aspek penilaian merupa-kan salah satu kunci yang menentukan tujuan kompetensi pembelajaran. Oleh karena itu, masalah penilaian memang sudah selayaknya mendapat perhatian yang memadai. Namun, demikian ber-kembangnya teori

yang baru haruslah disikapi secara kritis terutama yang berkaitan dengan keefektifan dalam pe-manfaatannya secara nyata. Kemuncul-an dan berkembangnya teori atau model-model penilaian yang baru tidak berarti meninggalkan sama sekali model-model sebelumnya yang belum tentu kurang baik. Tampaknya, yang lebih bijak adalah memanfaatkan ke-duanya sejauh relevan dan efektif de-ngan tujuan penilaian. Demikian pula halnya dengan pemanfaatan model Assesment tradisional dan model penilaian otentik.

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Lynch, Brian K. 1996. Language Program Evaluation. Cambridge: Cambri-dge University Press.

Mahanal, Susriyati. 2005. Penerapan Por-tofolio sebagai Asesmen Otentik pa-da Pembelajaran IPA dengan Stra-tegi Kontekstual bagi Siswa Kelas III SD Laboratorium Universitas Ne-geri Malang. Malang: Lembaga penelitian.

Mueller, John. 2008. Authentic Assess-ment Toolbox. North Central Col-legehttp://www.noctrl.edu/, Naperville, http://jonathan.-mueller.faculty.noctrl.edu/toolbo x/index.htm (Diunduh 27 Agus-tus 2008).

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Supranata, Sumarna dan Muhammad Hatta. 2004. Penilaian Portofolio, Implementasi Kurikulum 2004. Jakarta: Rosda.

manusia ini erat pula kaitannya dengan pandangan mereka tentang dunia (*world view*) atau pandangan mereka tentang bagaimana alam semesta berproses.[1]

Sedangkan lingkungan itu sendiripada dasarnya meliputi keluarga, sekolah, dan masyarakat luas.Yang sering kita sebut sebagai tri pusat pendidikan.[2] Dalam UU RI No. 2 Tahun 1989 tentang sisdiknas, peranan ketiga pusat pendidikan itu menjiwai berbagai ketentuan didalamnya.[3]

Seperti yang telah kita ketahui, lingkungan pendidikan pertama adalah keluarga. Makin bertambah usia seseorang, peran lingkungan pendidikan

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[1] Desmita, *Psikologi Perkembangan*, (Bandung: PT Remaja Rosdakarya, 2012), 28.

[2] Loc. Cit., 117.

[3] Umar Tirtarahardja, *Pengantar Pendidikan* (Edisi Revisi), (Jakarta: Rineka Cipta, 2005), 162.

semakin penting dan seseorang semakin lama memerlukan lingkungan pendidikan lainnya yang lebih luas, misalnya sekolah dan masyarakat umum.Oleh karena itu, pemahaman yang lebih lanjut mengenai lingkungan pendidikan sangat kita perlukan untuk bekal kita sebagai pendidik yang notabennya kelak sebagai pendidik.[4]

A. Pengertian Lingkungan Pendidikan

Manusia memiliki sejumlah kemampuan yang dapat dikembangkan melalui pengalaman. Pengalaman itu terjadi karena interaksi manusia dengan lingkungannya, baik lingkungan fisik maupun lingkungan sosial manusia secara efisien dan efektif itulah yang disebut pendidikan.[5] Lingkungan adalah semua faktor yang mempengaruhi potensi dan kecenderungan anak, seperti rumah (keluarga) di mana anak tersebut tinggal, sekolah tempat ia belajar, lapangan tempat ia bermain, dan masyarakat di mana ia hidup bergaul.[6]

Dalam arti luas lingkungan mencakup iklim dan geografis, tempat tinggal, adat istiadat, pengetahuan, pendidikan, dan alam. Dengan kata lain, lingkungan adalah segala sesuatu yag terdapat dalam alam yang senantiasa berkembang. Lingkungan adalah seluruh yang ada baik manusia maupun benda buatan manusia atau alam yang bergerak, kejadian- kejadian atau hal-hal yang mempuyai hubungan dengan seseorang. Berikut ini akan akan dikemukakan sejumlah lingkungan pendidikan yang diberikan oleh para ahli. Umar Tirtaraharja menyatakan bahwasannnya manusia memiliki sejumlah kemampuan yang dapat dikembangkan melalui pengalaman.Pengalaman itu terjadi karena interaksi manusia dengan lingkungannya baik lingkungan fisik maupun sosial manusia secara efektif dan efsien itulah yang disebut pendidikan. Dan latar

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[4] Loc. Cit., 117.

[5] Op. Cit., 162.

[6] Abd. Rachman Assegaf, *Filsafat Pendidikan Islam Paradigma Baru Pendidikan Hadhari Berbasis Integratif-Interkonektif,* (Jakarta: Rajawali Pers, 2011), 116.

belakang tempat berlangsungnya pendidikan itu disebut lingkungan pendidikan, khususnya pada lingkungan utama pendidikan yakni keluarga, sekolah, dan masyarakat.[7]

Pendapat lain mengatakan bahwa di dalam lingkungan itu tidak hanya terdapat faktor pada suatu saat melainkan terdapat pula faktor- faktor lain yang banyak jumlahnya, yang secara potensial dapat mempengaruhi perkembangan dan tingkah laku anak tetapi secara actual hanya faktor-faktor yang ada disekeliling anak tersebut yang secara langsung mempengaruhi pertumbuhan dan tingkah laku anak. Lingkungan pendidikan yaitu batas tempat berlangsungnya proses pendidikan yang meliputi kondisi dan alam dunia ini dengan cara-cara tertentu mempengaruhi perkembangan dan pertumbuhan kita.[8]

Sejauh mana seseorang berhubungan dengan lingkungannya, itu pula terbuka masuknya pengaruh pendidikan terhadapnya. Tetapi keadaan-keadaan itu tidak selamanya bernilai pendidikan, artinya mempunyai nilai positif bagi perkembangan seseorang, karena bisa saja malah merusak perkembangannya.[9] Bahkan ada cara yang khusus dan belum banyak diterapkan berkaitan dengan lingkungan pendidikan, yaitu dengan cara datang ke masjid untuk mempelajari ilmu agama Islam agar hidupnya menjadi baik, kemudian menyebarkannya kepada masyarakat banyak, sehingga terbentuk lingkungan pendidikan yang kondusif.[10]

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[7] Ibid., 117-118.

[8] Ibid.

[9] Zakiah Darajat, *Ilmu Pendidikan Islam*, (Jakarta Bumi Aksara, 2006), 63.

[10] Mohammad Arif, "Pesantren Sebagai Pusat Deseminasi Jama'ah Tabligh: Studi Kasus di Pesantren Al Fattah Temboro Magetan Jawa Timur," dalam Irwan Abdullah, et.al (Ed) *Agama, Pendidikan Islam dan Tanggung Jawab Sosial Pesantren*, (Yogyakarta: Sekolah Pascasarjana UGM bekerja sama Pustaka Pelajar, 2008), 50.

1. Fungsi lingkungan pendidikan

Secara umum fungsi lingkungan pendidikan membantu peserta didik dalam berinteraksi dengan berbagai lingkungan disekitarnya (fisik, sosial, dan budaya), utamanya sumber daya pendidikan yang tersedia, agar dapat dicapai tujuan pendidikan yang optimal. Yakni pendidikan yang dapat berkembang secara efektif dan efisien serta mutu sumber daya manusia makin lama makin meningkat.[11]

Pada dasarnya pendidikan dilakukan melalui tiga kegiatan yakni membimbing, mengajar, dan, atau melatih (Ayat 1 Pasal dari UU RI No. 2/1989). Meskipun tiga kegiatan ini itu tri tunggal, namun dapat dibedakan aspek tujuan pokok dari ketiganya, yakni:

a. Membimbing, terutama berkaitan dengan pemantapan jati diri dan pribadi dari segi-segi perilaku umum (aspek pembudayaan)

b. Mengajar, terutama berkaitan dengan penguasaan ilmu pengetahuan, dan

c. Melatih, terutama berkaitan dengan ketrampilan dan kemahiran(aspek teknologi).[12]

Kemajuan masyarakat dan perkembangan IPTEK yang sangat cepat, serta semakin menguatnya era globalisasi akan mempengaruhi peran dan fungsi antar lingkungan pendidikan. Di samping terjadi pergeseran peran dituntut pula suatu peningkatan kualitas dari peran itu. Sebagai contoh dimasa depan yang dekat, manusia Indonesia dihadapkan pada 'banyak budaya' antara lain budaya Indonesia dan budaya di dunia. Untuk memilih pengaruh 'banyak budaya' itu maka dalam hal ini lingkungan pendidikan berfungsi untuk memantapkan ketiga sisi tujuan pendidikan itu, yakni manusia yang sadar akan harkat dan martabatnya, menguasai ilmu pengetahuan dan memiliki spesialisasi atau

[11] Op. Cit., 118.
[12] Op. Cit., 165-166.

ketrampilan tertentu yang disebut sebagai manusia seutuhnya.[13] Agama dipraktikkan sebagai bagian dari pengedalian sosial dan identifikasi diri untuk pemosisian individu, kelompok, dan institusi dalam serangkaian transaksi sosial yang dinamis dan kontekstual.[14]

2. Tri Pusat Pendidikan

a. Keluarga

Lingkungan keluarga merupakan lngkungan pendidikan yang utama, karena di dalam keluarga inilah anak pertama-tama mendapatkan didikan dan bimbingan. Juga dikatakan lingkungan yang utama, karena sebagian besar dari kehidupan anak adalah di dalam keluarga, sehingga pendidikan yang paling banyak diterima oleh anak dalam lingkungan keluarga. Menurut Medinnus ada empat alasan utama untuk mengkaji tentang anak-anak, yaitu:

- Kesadaran intelektual yang konsen pada fenomena natural
- Kebutuhan untuk informasi tentang petunjuk perilaku anak-anak.
- Untuk meningkatkan kemampuan kita untuk memprediksi perilaku anakanak.
- Kebutuhan untuk memahami perilaku kita sebagai orang dewasa.[15]

Tugas utama dari keluarga bagi pendidikan anak adalah sebagai peletak dasar bagi pendidik akhlak dan pandangan hidup keagamaan. Sifat dan tabiat anak sebagian besar diambil dari kedua orangtuanya dan dari anggota lain. Menurut Ki Hajar Dewantara, peran orang tua dalam keluarga sebagai

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[13] Op. Cit., 119-120.

[14] Mohammad Arif, Terapi Religi: Pengalaman Religius di Pesantren Al 'Arfiyah Mojoduwur Ngetos Nganjuk," dalam Muhammad Rais et.al. (Ed) *Menjaga Tradisi & Menggapai Pahala Potret Dialog Diskursif Islam & Tradisi Lokal,* (Yogyakarta: TICI, 2013), 216.

[15] Philip and Rosalyn Shute Sille, *Child Development: Thinking About Theories,* (USA: Oxford University Press Inc, 2003), 3.

penuntun, pengajar, dan pemberi contoh.[16] Selama bertahun-tahun prasekolah, hubungan dengan orang tua atau pengasuhnya merupakan dasar bagi perkembangan emosional dan sosial anak. Sejumlah ahli mepercayai bahwa kasih sayang orang tua atau pengasuh selama beberapa tahun pertama kehidupan, merupakan kunci utama perkembangan sosial anak, meningkatkan kemungkinan anak memiliki kompetensi secara sosial dan penyesuaian diri yang baik pada tahuntahun prasekolah dan sesudahnya.[17]

Pola perilaku sosial anak menurut Hurlock (1980:118) yaitu: "(1) meniru, (2) persaingan, (3) kerjasama, (4) simpati, (5) empati, (6) dukungan sosial, (7) membagi, (8) perilaku akrab".

Perkembangan perilaku sosial anak usia dini di kelompok bermain sudah nampak, karena mereka sudah mulai berinteraksi dengan teman sebayanya. Apabila anak usia dini tersebut dibimbing dan diarahkan oleh tenaga pendidik dan orang tua secara terus-menerus dan sistematis maka anak tersebut dapat berkembang sesuai dengan tanda-tanda perkembangan. Tanda-tanda perkembangan perilaku sosial anak usia dini ada beberapa tahapan, yaitu: "(1) anak mulai mengetahui aturanaturan, baik di lingkungan keluarga maupun di lingkungan kelompok bermain, (2) sedikit-demi sedikit anak sudah mulai tunduk pada aturan, (3) anak mulai menyadari hak atau kepentingan orang lain. (4) anak mulai dapat bermain bersama anak-anak lain atau teman sebaya".[18]

b. Sekolah

Pada dasarnya lingkungan sekolah kedua setelah lingkungan keluarga, dan merupakan jembatan bagi anak yang menghubungkan kehidupan dalam keluarga dengan kehidupan dalam masyarakat kelak. Sebagai lembaga yang membantu lingkungan keluarga, sekolah bertugas mendidik dan mengajar serta

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[16] Op. Cit., 169.

[17] Op. Cit., 144.

[18] Op. Cit., 171.

memperbaiki dan memperhalus tingkah laku anak didik. Jelasnya bias dikatakan bahwa sebagian besar pembentukan kecerdasan, sikap dan minat sebagai bagian dari pembentukan kepribadian dilaksanakan oleh sekolah. Kenyataan ini menunjukkan betapa penting dan besar pengaruh dari sekolah. Sekolah atau Madrasah menciptakan suasana, iklim, dan lingkungan pendidikan yang kondusif untuk pembelajaran yang efisien dalam prosedur pelaksanaan.[19]

c. Masyarakat

Menurut Benny H Hoed, manusia sejak masih janin dan berada dalam kandungan sudah belajar dan mempelajari kehidupan.[20] Dalam konteks pendidikan, masyarakat merupakan lingkungan ke tiga setelah keluarga dan sekolah. Pendidikan yang dialami mulai beberapa waktu setelah anak lepas dari asuhan keluarga dan berada diluar dari pendidikan sekolah.

Corak dan ragam pendidikan yang dialami seeorang meliputi segala bidang, baik pembentukan kebiasaan – kebiasaan, pengertian- pengertian (pengetahuan), sikap dan minat maupun pembentukan kesusilaan dan keagamaan.

Lembaga pendidikan yang dalam UU No. 20 tahun 2003 disebut jalur pendidikan non formal, ini bersifat fungsional dan praktis bertujuan untuk meningkatkan kemampuan dan ketrampilan kerja peserta didik yang berguna bagi usaha perbaikan taraf hidupnya.[21]

Dalam UU RI No. 2 Tahun 1989 tentang Sisdiknas, peranan ketiga tripusat pendidikan itu menjiwai berbagai ketentuan didalamnya.Pasal 1 Ayat 3 menetapkan bahwa siisdiknas adalah satu keseluruhan yang terpadu dari semua keseluruhan yang terpadu dari semua satuan dan kegiatan pendidikan yang

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[19] Mulyasa, Dedi, *Pendidikan Bermutu dan Berdaya Saing,* (Bandung: PT Remaja Rosdakarya, 2012), 110.

[20] Hoed, Benny H, *Semiotika dan Dinamika Sosial Budaya,* Edisi II, (Depok: Komunitas Bambu, 2011), Xxii

[21] Op. Cit., 122.

berkaitan satu dengan tang lainnya untuk mengusahakan tercapainya tujuan pendidikan nasional .pasal selanjutnya, menetapkan dua jalur pendidikan, yakni jalur pendidikan sekokah dan jalur pendidikan luar sekolah (meliputi kelompok belajar, kursus, dan sebagainya).[22]

Belajar dimaknai untuk bisa mencari sesuatu hal yang baru, yang sebelumnya belum dan tidak diketahui sama sekali. Belajar dimaknai sebagai proses untuk mencapai sesuatu hal tentang kehidupan yang lebih bernilai ketimbang sebelumnya.[23]

Dari Abu Musa al-Asy'ari, ia bersabda:

مَثَلُ الْجَلِيسِ الصَّالِحِ وَالْجَلِيسِ السَّوْءِ كَمَثَلِ صَاحِبِ الْمِسْكِ وَكِيرِ الْحَدَّادِ لَا يَعْدَمُكَ مِنْ صَاحِبِ الْمِسْكِ إِمَّا تَشْتَرِيهِ أَوْ تَجِدُ رِيحَهُ وَكِيرُ الْحَدَّادِ يُحْرِقُ بَدَنَكَ أَوْ ثَوْبَكَ أَوْ تَجِدُ مِنْهُ رِيحًا خَبِيثَةً

"Sesungguhnya, perumpamaan teman baik dengan teman buruk, seperti penjual minyak wangi dan pandai besi; adapun penjual minyak, maka kamu mendapatkan olesan atau membeli darinya atau mendapatkan aromanya; dan adapun pandai besi, maka boleh jadi ia akan membakar pakaianmu atau engkau menemukan bau anyir".[24]

D. Fungsi dan Peran Tri Pusat Pendidikan

1. Fungsi dan Peran Keluarga

Keluarga merupakan masyarakat alamiah yang pergaulan antara anggotanya bersifat khas. Dalam lingkungan ini terletak dasar- dasar pendidikan.

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[22] Op. Cit., 162

[23] Moh. Yamin, *Sekolah Yang Membebaskan Perspektif Teori dan Praktik Membangun Pendidikan Yang Berkarakter dan Humanis*, (Malang: Madani, 2012), 45.

[24] Imam al-Bukhari, *Shahîh Imam al-Bukhari (2101) dan (6653)*.

Di sini pergaulan berlangsung dengan sendirinya sesuai dengan tatanan berlaku di dalamnya, artinya tanpa harus diumumkan atau terlebih dahulu agar diketahui dan diikuti oleh seluruh anggota keluarga.[25]

Sebagai pengalaman pertama masa kanak- kanak. Di dalam keluargalah anak didik mulai mengenal hidupnya. Di sini lembaga pendidikan keluarga memberikan pengalaman pertama yang merupakan factor penting di dalam perkembangan pribadi anak. Suasana pendidikan keluarga ini sangat penting diperhatikan, sebab dari sinilah keseimbangan di dalam perkembangan individu selanjutnya ditentukan. Peran dan fungsinya yaitu:

a. Menjamin kehidupan emosional anak melalui kehidupan keluarga, kehidupan emosional atau akan rasa kasih saying dapat dipenuhi atau berkembang dengan baik, karena adanya hubungan darah antara pendidik dengan anak didik.

b. Menanamkan dasar penddidikan moral di dalam keluarga penanaman utama dasar- dasar moral bagi anak biasanya tercermin dari sikap dan perilakuorang tua sebagai teladan yang dapat dicontoh anak.

c. Memberikan dasar pendidikan sosial perkembangan benih-benih kesadaran sosial pada anak dipupuk sedini mungkin, terutama lewat kehidupan keluarga yan penuh rasa tolong-menolong, gotong- royong, dll.

d. Peletak dasar-dasar keagamaan.[26] Keluarga berperan besar dalam proses internalisasi dan transformasi nilai-nilai keagamaan kedalam pribadi anak. Masa kanak-kanak adalah paling baik untuk meresapkan dasar-dasar hidup beragama.

Menurut Ki Hajar Dewantoro, suasana kehidupan kelurga merupakan tempat yang sebaik-baiknya untuk melakukan pendidikan orang perorang

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[25] Op. Cit., 66.
[26] Op. Cit., 122.

(pendidikan individual) maupun pendidikan sosial.[27] Kehidupan keluarga merupakan potensi utama untuk pembentukan integritas moral, yang menjadikan masing-masing individu dalam masyrakat yang plural mampu bekerjasama memperjuangkan dan merealisasikan apa yang baik, yang luhur, adil dan bermartabat bagi manusia, apapun perbedaan keyakinan yang mereka miliki.[28]

2. Fungsi dan Peran Sekolah

Dalam sekolah berkumpul anak-anak dengan umur yang hampir sama, dengan taraf pengetahuan yang kurang lebih sederajat dan secara sekaligus menerima pelajaran yang sama. Dalam perkembangan anak didik, peran sekolah dengan melalui kurikilum, antara lain sebagai berikut:

a. Anak didik belajar bergaul

b. Anak didik belajar menaati peraturan- peraturan

c. Mempersiapkan anak didik untuk menjadi anggota masyarakat yang berguna bagi agama, bangsa, dan Negara.[29]

Sedangkan fungsi sekolah, sebagaimana pendapat Suwarno dalam bukunya Pengantar Umum Pendidikan menyatakan:

a. Mengembangkan kecerdasan pikirann dan memberikan pengetahuan

b. Spesialisasi(meningkatkan kemajuan masyarakat)

c. Efisiensi

d. Sosialisasi yaitu proses membantu perkembangan individu sebagai makhluk sosial

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[27] Op. Cit., 169.

[28] Mohammad Arif, *Pesantren Salaf Basic Pendidikan Karakter dalam Kajian Historis dan Prospektif,* (Kediri: STAIN Kediri Press, 2012), 47.

[29] Op. Cit., 123.

e. Konservasi dan trasmisi cultural f. Transisi dari rumah masyarakat.[30]

Lembaga pendidikan Islam harus memperkuat fungsi-fungsi kritis dan berorientasi ke masa depan (future oriented) melalui analisis yang berkelanjutan tentang kecenderungan-kecenderungan perubahan dan perkembangan sosial, ekonomi, budaya, dan politik yang sedang tumbuh; dan sekaligus memberikan fokus bagi prediksi, peringatan, dan pencegahan efek negatifnya.[31]

3. Fungsi dan Peran Masyarakat

Keterkaitan antara masyarakat dan pendidikan dapat ditinjau dari tiga segi yaitu:

a. Masyarakat sebagai penyelenggara pendidikan, baik yang dilembagaknan (jalur sekolah dan jalur luar sekolah) maupun jalur yang tidak dilembagakan(jalur luar sekolah).

b. Lembaga-lembaga kemasyarakatan dan/atau kelompok sosial di masyarakat, baik langsung maupun tidak langsung ikut mempunyai peran dan fungsi edukatif.

c. Dalam masyarakat tersedia berbagai sumber belajar, baik yang dirancang (*by design*) maupun yang dimanfaatkan(*utilily*).[32]

Peran serta dari masyarakat terhadap pendidikan meliputi:

a. Masyarakat berperan serta dalam mendirikan dan membiayai sekolah

b. Mengawasi pendidikan

c. Ikut menyediakan tempat pendidikan

d. Menyediakan berbagai sumber untuk sekolah

e. Sebagai sumber pelajaran/laboratorium belajar.[33]

Penutup

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[30] Op. Cit., 50.

[31] Ramayulis, *Ilmu Pendidikan Islam,* (Jakarta: Kalam Mulia, 2011), 351.

[32] Op. Cit., 100.

[33] Loc. Cit., 123.

Lingkungan merupan salah satu dimensi urgen dalam pendidikan yang meliputi kondisi dan alam dunia ini yang dengan cara-cara tertentu mampu mempengaruhi tingkah laku kita, pertumbuhan dan perkembangan atau *life processes*. Secara luas, lingkungan mencakup iklim dan geografis, tempat tinggal, adat istiadat, pengetahuan, pendidikan, dan alam.lingkungan pendidikan, khususnya pada lingkungan utama pendidikan yakni keluarga, sekolah, dan masyarakat. Lingkungan pendidikan merupakan batas tempat berlangsungnya proses pendidikan yang meliputi kondisi dan alam dunia ini dengan cara- cara tertentu mempengaruhi perkembangan dan pertumbuhan kita. Secara general fungsi lingkungan pendidikan, membantu peserta didik dalam berinteraksi dengan berbagai lingkungan di sekitarnya (fisik, sosial, dan budaya), terutama sumber daya pendidikan yang tersedia, agar dapat dicapai tujuan pendidikan yang optimal. Yaitu pendidikan yang dapat berkembang secara efektif dan efisien serta mutu sumber daya manusia yang semakin meningkat

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