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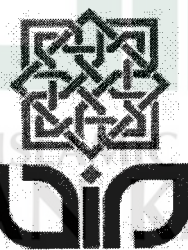# "OPTIMIZING OF MULTIPLE INTELLIGENCES TO EXAGGERATE HUMAN POTENTIAL TOWARDS VIRTUOUS CHARACTER"

Editors:

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PROCEEDING INTERNATIONAL SEMINAR

ON THE 1ˢᵗ SUMMIT MEETING ON EDUCATION, THE END OF THE YEAR 2013

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DAFTAR ISI

STATE ISLAMIC UNIVERSITY
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KATA PENGANTAR

Bismillahirrohmanirrohiim,   Assalamu'alaikum   warahmatullaahi   wabara-kaatuh. Alhamdulillahirabbil'alamin. Wabihi nasta'in 'ala umuridunnya waddin. Wash-sholawatu wassalamu'ala asrofil anbiya'I walmursalin. Wa'ala alihi wa ashabihi ajmain. Amma ba'du. Robbisrohli shodri wayassirli amri, wahlul 'uqdatan millisani, yafqohu qauli. Segala puji bagi Allah SWT, shalawat serta salam semoga senantiasa tercurah kepada Nabi Muhammad SAW, beserta para sahabat dan umatnya yang senantiasa mengikuti sunahnya.

Kegiatan ini terselenggara atas dasar perlunya perubahan demi perubahan, inovasi-inovasi pembelajaran senantiasa menjadi perhatian kalian akademik dan praktisi pendidikan.

Dalam hal ini prodi PGMI akan berusaha semaksimal mungkin untuk senantiasa mengembangkan kegiatan yang mendukung peningkatan mutu tersebut, baik untuk dosen, mahasiswa, bahkan bagi alumni dari PGMI itu sendiri, serta masyarakat luas pada umumnya sebagai pengguna dari alumni PGMI Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga. Peningkatan mutu tersebut di antaranya dilakukan dalam bentuk pelaksanaan 'seminar internasional'. Seminar internasional akan menetapkan tema *"Summit Meeting on Education The End of The Year 2013"* dan Penandatanganan MOU dengan University Kebangsaan Malaysia (UKM).

Adapun kegiatan yang diselenggarakan meliputi kegiatan Seminar Internasional dengan tema Optimalisasi kecerdasan majemuk untuk melejitkan potensi menuju manusia berbudi pekerti. Dilanjutkan Fashion show Tarbiyah *Fashion Week* 2015 yang bertajuk "Islami, Trendy and Syar'i". Kegiatan berikutnya adalah Seminar Nasional dengan tema Kurikulum 2013 "Realisasi dan Refleksi Kurikulum 2013". Berikutnya Seminar Peringatan hari Ibu dengan "Peran keluarga dalam pendidikan anak (Kolaborasi catur pusat pendidikan)". Dilanjutkan dengan acara Bedah buku yang bertema "Merajut pendidikan di kota Yogyakarta" karya: Bp. Zainal Abidin, M.Pd. Selanjutnya Seminar Edupreneurship dengan tema "Membangun kreatifitas melalui edupreneurship"

Adapun narasumber dari kegiatan ini dari berbagai negara, yaitu: dari negara Malaysia, Australia, Brunei Darussalam, dan Indonesia. Adapun nama-nama narasumber sebagai berikut: Prof. Dr. Lilia Halim (University Kebangsaan Malaysia), Bapak Setiyo Iswoyo, Drs. HD. Iriyanto, M.M., Dr. Slamet Suyanto (Dosen Pendidikan Biologi, UNY), Hj. Dyah Suminar (SE istri mantan walikota Yogyakarta), Prof. Dr. Taufik Ahmad Dardiri, SU (Dosen Fakultas Adab dan Ilmu Budaya, UIN Sunan kalijaga)., M Arief Budiman, S.Sn., Managing Director PT. Petakumpet Yogyakarta. Adapun peserta dari kegiatan ini dari berbagai negara yaitu Turki, Rusia, Thailand, Malaysia.

Dalam hal ini dosen atau pendidik pada umumnya adalah perintis pembangunan di segala bidang kehidupan dalam masyarakat. Seorang dosen atau pendidik yang benar-benar sadar akan tugas dan tanggung jawabnya, tentulah akan selalu mawas diri, mengadakan introspeksi, berusaha selalu ingin berkembang maju, agar bisa menunaikan tugasnya lebih baik, dengan selalu menambah pengetahuan, memperkaya pengalaman, menambah kualitas dirinya melalui membaca buku-buku perpustakaan, mengikuti seminar loka-karya, kursus-kursus penataran, dan sebagainya agar selalu bisa mengikuti gejolak perubahan sosiokultural dalam masyarakat serta kemajuan ilmu dan teknologi modern dewasa ini. Melaui kegiatan *international Summi Meetng* ini diharapkan dosen, guru, dan mahasiswa menjadi lebih profesional, khususnya terkait dengan kompetensi profesional.

Pekerjaan mengajar memang tidak selalu harus diartikan sebagai kegiatan menyajikan materi pelajaran. Meskipun penyajian materi pelajaran memang merupakan bagian dari kegiatan pembelajaran, tetapi bukanlah satu-satunya. Masih banyak cara lain yang dapat dilakukan guru untuk membuat siswa belajar. Peran yang seharusnya dilakukan guru adalah mengusahakan agar setiap siswa dapat berinteraksi secara aktif dengan berbagai sumber balajar yang ada. Guru pun sangat erat kaitannya dengan pendidikan karakter.

Pendidikan karakter yang semakin hangat sering menimbulkan kekhawatiran para guru. Namun sebenarnya hal itu tidak perlu khawatir, masih banyak tugas guru yang lain seperti: memberikan perhatian dan bimbingan secara individual kepada siswa yang selama ini kurang mendapat perhatian. Kondisi ini akan terus terjadi selama guru menganggap dirinya merupakan sumber belajar satu-satunya bagi siswa. Jika guru memanfaatkan berbagai setrategi pembelajaran secara baik, guru dapat berbagi peran dengan setrategi. Peran guru akan lebih mengarah sebagai manajer pembelajaran dan bertanggung jawab menciptakan kondisi sedemikian rupa agar siswa dapat belajar. Untuk itu guru lebih berfungsi sebagai penasehat, pembimbing, motivator dan fasilitator dalam Kegiatan Belajar Mengajar.

Upaya Pemerintah terhadap tenaga guru sebenarnya telah dilakukan oleh Pemerintah Republik Indonesia, melalui berbagai bentuk kebijakan. Ditetapkannya Undang Undang nomor 14 tahun 2005 tentang guru dan dosen merupakan dasar kebijakan untuk memperkuat eksistensi tenaga kependidikan sebagai tenaga profesional, seperti profesi-profesi yang lainnya. Kualitas profesi tenaga guru selalu diupayakan, baik melalui ketentuan kualifikasi pendidikannya maupun kegiatan in-service training, dengan berbagai bentuknya, seperti: pendidikan dan latihan (diklat), penataran dan pelibatan dalam berbagai seminar untuk memperbarui wawasannya dalam kompetensi pedagogi dan akademik.

Pemerintah mulai menyadari betapa strategisnya peran tenaga guru dalam mengantarkan generasi muda untuk menjadi sumber daya manusia (SDM) yang berkualitas dan kompetitif sehingga mampu mewujudkan suatu kesejahteraan bersama. Sejarah peradaban dan kemajuan bangsa-bangsa di dunia membelajarkan pada kita bahwa bukan sumber daya alam (SDA) melimpah yang dominan mengantarkan bangsa tersebut menuju pada kemakmuran, tetapi ketangguhan daya saing dan keunggulan ilmu pengetahuan dan penguasaan teknologi (ipteks) bangsa tersebutlah yang berperanan untuk meraup kesejahteraan. Bahkan SDM yang menguasai ipteks cenderung memanfaatkan teknologinya untuk menguasai SDA bangsa lain. Dalam hal ini pemerintah ingin mengejar ketertinggalan dengan menyempurnakan kurikulum KTSP menjadi Kurikulum 2013.

Kurikulum 2013 yang telah diimplementasikan pada tahun ajaran 2013/2014 menimbulkan pro dan kontra atas kurikulum tersebut masih terus terdengar. Banyak pihak yang mempertanyakan kesiapan implementasinya, pengembangan bahan ajarnya, evaluasinya, dan proses pembelajarannya di kelas. Perwakilan guru di Kota Kupang menilai implementasi kurikulum pendidikan 2013 akan menjadikan guru-guru seperti robot. Alasannya, semua Rencana Pelaksanaan Pembelajaran (RPP) dan Silabus disusun oleh pemerintah pusat. Sedangkan guru hanya siap untuk mengajar dengan RPP yang ada. Pada tahun ajaran 2013/2014, kurikulum baru akan diberlakukan untuk siswa kelas 1 dan 4, sedang siswa kelas 2,3,5, dan 6 masih menggunakan kurikulum lama. Beberapa pendapat pro dan kontra masih terus berlanjut, tapi mau tak mau kurikulum baru akan segera diimplementasikan secara bertahap. Seminar ini memperbincangkan masalah tersebut dari sisi pembuat kebijakan, ahli kurikulum, dan praktisi pendidikan/pengajaran.

Demikian yang dapat kami sampaikan terkait dengan esensi dari penyelenggaraan kegiatan *"Summit Meeting on Education The End of The Year 2013"*. Kami mengucapkan terima kasih banyak atas partisipasi dan dukungan dari berbagai pihak yang tidak dapat kami sebutkan satu per satu. Tanpa bantuan dan partisipasi rekan-rekan semua kegiatan ini tidak dapat terlaksana dengan baik. Semoga kegiatan ini dapat menambah kontribusi pada khasanah keilmuan khususnya pada Pendidikan Dasar dan memberi manfaat kepada para peserta dan pembaca. Amiin

Yogyakarta, 19 Desember 2013
Ketua Panitia

Dr. Aninditya Sri Nugraheni, M.Pd.

STATE ISLAMIC UNIVERSITY
SUNAN KALIJAGA
YOGYAKARTA

THE MODEL OF IMPLEMENTATION OF EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)
IN THE ISLAMIC ELEMENTARY SCHOOL

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INTRODUCTION

In essence, man and nature is integrated, and in the rule of law or the laws of nature. The earth and the mountain, land, forest, and desert, river and lake, strait and ocean are just part of nature. When people do good for nature the means to do good to himself, and vice versa. [1] Environmental damage can be caused because there are naturally those that are due to human activities, such as: earthquake, flood, storm, population growth is not balanced with the existing capacity on the islands (the residence), irregular movement of people, stupidity residents about the meaning of health, neglect factories, companies or industries to waste it generates, weakness or lack of understanding in the welfare of the citizens of each, taking out the trash, water, cigarette butts carelessly, motor vehicle exhaust fumes, silt erosion, discharges of radioactive material of NPP, chlorinated hydrocarbon seepage and fertilizers in agriculture and forestry. [2]

The problems are that concerns mankind postmodern now. The problems are how man can save the Earth from destruction caused by human as well as damage caused by natural factors. M. Imam Zamroni said, the pattern of human life on this earth also tend to use and exploit rather than conserve resources on the face of this earth. From year to year, Indonesia has always been lost forest 1.6 sd 3.5 million ha of forest, which then decrease the capacity of the soil water availability, as we are experiencing drought dry season, when the rainy season we suffered floods and landslides. Moreover, due to illegal logging Indonesia injured 20 trillion annually. The implication, various kinds of disasters that hit the nation in recent years more and more frequent. Such as landslides, floods, forest fires, destruction of coral reefs, earthquakes, and tsunamis. This phenomenon is a clear evidence that the pattern of human life on this earth more to exploit than on preserving existing resources. Which resulted in the depletion of natural resources available in this archipelago. [3] Therefore, it is necessary for everyone ecological awareness. Ecological consciousness built on universal values to always keep and preserve life for environmental sustainability.

In addition to the necessary awareness of ecology, sustainable development is also necessary, because the progress of a country go hand in hand with the progress of development to meet the

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1   Tim Perumus Fakultas Teknik UMJ Jakarta, *Al-Islam dan Iptek II,* (Jakarta: PT Grafindo Persada, 1998), p.138. Read QS Al-Qashah ayat 77.

2   *Ibid,* p. 144-145

3   M. Imam Zamroni on http://dikti.go.id/index.php?option=com_content &view=article &id=1846%3Apendidikan-berparadigma-pembangunan berkelanjutan& catid= 159%3Aartikel-kontributor&Itemid=160. [8 Mei 2012].

livelihood of its citizens. If, for the sake of development of development in a country without based on ecological awareness, awareness of the sustainability of human life to come, there will be damage to the environment that may impact socially and economically. Therefore, the concept of sustainable development is necessary. According to Muhammad Ali,

Sustainable Development is a concept of national development of a country to fulfill the needs and to improve the welfare of citizens at this time but still pay attention to the needs of future generations.[4]

Now, what is the role of educational institutions to save the environment from damage caused by humans or by natural process? Educational institution in this regard is an important medium for engrafting of values in saving the environment. From this problem appears the concept of Education for Sustainable Development (ESD) as a solution. As Retno S. Sudibyo said:

Education (formal, non-formal and informal) has been chosen because it is a powerful instrument and effective communication, providing information, awareness, learning, and be able to mobilize people/communities, and move the nation toward a future life that grows more sustainable (more sustain ably developed) is born of Education for Sustainable Development.[5]

According to opinion of Retno S. Sudibyo above, education have a big role as a medium of socialization discourse ESD for the community. This article will discuss the concept of ESD and the model of implementation of ESD in Islamic schools at intracurriculer and extracurricular activities.

DISCUSSION

1. The Concept of ESD

The concept of ESD has three important terms that need to be outlined: Education, Sustainable Development, and Education for Sustainable Development (ESD):

First, the concept of education. In the Laws of National Education System (UU Sisdiknas) 2003 has formulated the concept of education, ie:

Education is a conscious and deliberate effort to create a milieu of learning and the learning process so that student are actively developing their potential to have a spiritual strength, self-control, personality, intelligence, character, and skills for themselves, society, nation and state.

The concept of education in the laws of National Education System (UU Sisdiknas) above, want to build Indonesian has a number of characteristics, include three elements, (1) intelligence, which includes intellectual, emotional, and spiritual, (2) moral values, and (3) personal characteristics, which includes a healthy, skill, creative, independent, democratic, and responsibility.[6]

Second, the concept of sustainable development. The term sustainable was originally used in the context of nature protection and world biosphere in the 1980 as stated in World Nature Protection program for Conservation of Nature and the World Wide Fund for Nature (WWF). The purpose of this protection is to use of existing biological systems does not change its essential characteristics. The implementation of this concept is expanded to concept of sustainable development which includes economic, ecological, and social aspects, as stated in the Brundtland Report in 1987.[7]

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4   Muhammad Ali, *Pendidikan untuk Pembangunan Nasional,* (Bandung: PT Imperial Bhakti Utama, 2009), p. 79
5   Retno S. Sudibyo, *Konsep EfSD Indonesia* dalam lppm.ugm.ac.idrepoEfSD-di-KNIU.pps.[8 mei 2012]
6   Muhammad Ali, *Pendidikan untuk Pembangunan Nasional,* ...p. 63
7   *Ibid,* p. 82-83

Thus, in the concept of sustainable development, a country responsible to fill current needs of citizens, responsible to fill needs of future generations.

Third, the concept of Education for Sustainable Development (ESD). According to Muhammad Ali,

ESD includes a new vision of education that seeks to empower people of all ages take responsibility for creating a sustainable future. ESD is an integral part in achieving the three pillars of human development as proposed by Development Programme PBB (UNDP) and confirmed by KTT Dunia for Sustainable Development in Johannesburg 2002. The three pillars are economic growth, social development and environmental protection.[8]

The values in sustainable development through education to change behavior and lifestyle for positive transformation of society are: (1) Respect the values and human rights in this planet and a commitment to social and economic justice for all, (2) Respect for human rights and commitment to the next generation, (3) Respect and care for the community with a diversity (plurality) of life that includes protection and improvement of the ecosystem of this planet, (4) Respect for cultural diversity and a commitment to build local and global culture of tolerance, peace and non-violence. [9] These values as the spirit of implementation of ESD in educational institutions, such as pesantren, school, or madrassa.

2. The Concept of Islamic School

Islamic school in this context is school has Islamic values in their management and curriculum. In general, the model of Islamic School is organized by Islamic organizations such as Muhammadiyah, NU, Hidayatullah, al-Irsyad, and the network integrated Islamic school (JSIT), and others. [10]

The concept of Islamic school is different with school. Islamic schools put more religion matter than school as usually minimum of religion matter. Islamic schools as a critique of madrasa that failure to balance Islamic learning and general education for students.

Sutrisno said, from a historical perspective, Islamic schools were a further development of Dutch school system. A Dutch school system is being adopted for decades before Indonesia's independence, precisely was first adopted by Muhammadiyah since the organization was founded in 1912. Muhammadiyah is not just taking over the Dutch school system, but also include Islamic studies as a compulsory subject in all schools under Muhammadiyah. Until now, the subject of Islam in Muhammadiyah coupled with Arabic Language, also known as the "Ismuba" (Islam, Muhammadiyah, and Bahasa Arab (Arabic Language). [11]

Fahmi Alaydroes, Manager of Network of Integrated Islamic School (JSIT) said, efforts to raise Islamic education was started in 1970 when Islamic education conference held in Makkah. Then, this conference was held in Jakarta in 1984. At that time, the institution of Islamic education in Indonesia is far behind with educational institutions or schools distinctively different religions.

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8   *Ibid*, p. 104
9   Pusat Penelitian dan Kebijakan Badan Penelitian dan Pengembangan Kementerian dan Pendidikan Nasional, *Model Pendidikan untuk Pembangunan Berkelanjutan (Education for Sustainable Development (ESD) melalui Kegiatan Intrakurikuler,* Jakarta: Pusat Penelitian dan Kebijakan, Balitbang Kemendiknas, 2010, p. 6
10   Zainal Arifin, *Pengembangan Manajemen Mutu Kurikulum Pendidikan Islam,* (Yogyakarta: Diva Press, 2012), p. 29
11   Sutrisno, *Pembaharuan dan Pengembangan Pendidikan Islam,* (ed.): Zainal Arifin (Yogyakarta: Fadilatama, 2011), p. 80.

Some lagging indicators that are least successful Islamic school graduates enter college favorites and low result of Final Evaluation (EBTANAS), now National Examination (UN). The 100 best national private schools, were only 9 or 10 Islamic schools. Which dominate the other schools, such as Christian schools. Then, they initiated the concept of integrated Islamic school. In 1993 until 2003 many integrated Islamic schools are appeared. [12]

3. The Implementation of ESD in Islamic School (A Model)

Ministry of National Education Research and Development (Balitbang: 2008), has researched about ESD with some findings are: (1) The principal and teachers are generally not understand about ESD, both concepts, objectives, policies, and programs. It is a logical consequence of the implementation of ESD to student, (2) There is no explicit policy about ESD in the school, (3) No reference implementation of ESD in the school especially for teachers. [13]

From the result of Balitbang's research above that the concept of ESD has not been known by education stakeholders. So, it's needed to research about impelementation of ESD in the school. On this article, I would like to summarize the results of research about implementation of ESD in the Islamic school, as Zainal Arifin and Lailatu Rohmah's research.

First, Zainal Arifin's research, "Development of Islamic Schools based on Education for Sustainable Development (ESD) by Extracurricular Activities (Study in Integrated Islamic Elementary School (SDIT) and Integrated Islamic Junior High School (SMPIT) Mantren Al-Ikhlas, Karangrejo, Magetan). [14] This research takes in SDIT-SMPIT Al-Ikhlas under Islamic Education Organization (LPI) Al-Ikhlas Magetan. Initially, These School knows about ESD from the activities organized by the KKN-PPM UGM, for examples: (1) biogas from feces of cow, (2) composting of rubbish/organic waste from home, etc., (3) organic and inorganic rubbish management, (4) cultivation of oyster mushrooms, catfish cattle, planting crops, and so on. [15]

Integrated Islamic Elementary School (SDIT) and Integrated Islamic Junior High School (SMP IT) Al-Ikhlas has developed an extracurricular activities based on Education for Sustainable Development (ESD) in three main studies, namely socio-cultural, economic, and environmental. (1) An extracurricular based on socio-cultural, such as social events (slaughtering of sacrificial animals in villages), a visits a patient to hospital, a visit to the profession of professional institutes, propagation of Islam eligious in mosques around the school, and out bound, (2) An extracurricular based on economic, such as business day, cooking project, and cook a variety of dishes as salted egg, tela-tela, spring rolls, sticks, etc and then sold to friends or the community, and 3) an extracurricular based on environmental such as planting, stocking of fish seed into the rivers, and so on. [16]

The purpose of extracurricular based on socio-cultural is to prepare students to be able to socialize with people around the humanist approach and teach tolerance and respect for differences that occur in the communities. The introduction of socio-cultural society can also train the students to be tolerant and respect the differences that occur in the community. This is important, because

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12 Fahmi Alaydroes on Hidayatullah, (Jakarta: Hidayatullah, 2011), p. 30-31

13 Pusat Penelitian Kebijakan Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional, *Model Pendidikan untuk Pembangunan Berkelanjutan (Education for Sustainable Development/ESD) melalui Kegiatan Intrakurikuler*, (Jakarta: Pusat Penelitian Kebijakan Balitbang Kemdiknas, 2010), p. 2

14 Zainal Arifin, *Pengembangan Sekolah Islam Berwawasan Education for Sustainable Development (ESD) Melalui Kegiatan Ekstrakurikuler (Studi di SD IT-SMP IT Al-Ikhlas Mantren, Karangrejo, Magetan)*, (Yogyakarta: Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga, 2012)

15 *Ibid*, p. 48-53

16 Zainal Arifin, *Pengembangan Sekolah Islam Berwawasan Education for Sustainable Development (ESD) Melalui Kegiatan Ekstrakurikuler (Studi di SD IT-SMP IT Al-Ikhlas Mantren, Karangrejo, Magetan)*,...p. iii

these days, the people of Indonesia easily do violence against others because of differences in race, religion or culture.[17]

The purpose of economic activity is to prepare students to be creative economic activities to enable them to live independently in the global competition, for example, trained about trade, business, or entrepreneurship. This is important, because the number of educated unemployed in Indonesia because of limited job opportunities, so that people who are not creative in developing the creative economy will be unemployed and a burden on the state.[18]

While the purpose of extracurricular based on environmental is to prepare students to be able to preserve the environment caused by the destruction, exploitation and exploration of the people who are not responsible. Or even damage to the environment resulting from not considering the development of ecological factors. This activity can also train the students to have a caring attitude to protecting the environment and take measures to avoid the development of extinction.[19]

Second, Lailatu Rohmah's research, "Development of soft skills-based Education for Sustainable Development (ESD) in International Integrated Islamic Elementary School Luqman Hakim Yogyakarta.[20] This research tries to describe the development of soft skills-based ESD in International Integrated Islamic Elementary School Luqman Hakim Yogyakarta. The reserach also wanted to describe any activity based ESD contains values that soft skills need to be taught to students.

The research results are as follows (1) The teacher in the International Integrated Islamic Elementary School Luqman Hakim said that all children are winners, all children rank 1, all children are smart, no ignorant, every child has unique potential, (2) International Integrated Islamic Elementary School Luqman Hakim has a concept of learning, "Project Based Learning" and "Problem Solving". This means that children are experiencing the process of finding and observing objects as a experience-based learning student; (3) Teachers with students having direct proximity, so students do not feel reluctant to ask, reprimand, and told the teacher, (4) Students are invited to plant up to harvest their crops and manufactured, and sold themselves to other students, which means that there are elements of the economy are emphasized here, as well as natural elements; (5) students grow their own vegetables, rice cultivation, planting vegetables, plant fruit trees, even no cooperation with the home industry around the school to utilize crop of students; and (6) Teachers appreciate each student's work as any form.[21]

From the results of research, it can be mapped several activities based ESD in International Integrated Islamic Elementry School Luqman Hakim. *First*, a socio-cultural activities (1) the humanist attitude of the teachers towards the potential of all students, because all the students are winners, smart, and has the potential intelligence,[22] (2) the closeness of the relationship of teachers with students, (3) the interaction with families during holidays, and (4) the award of teachers to each student work as any form. *Second,* an economic activity: Plant to harvest their crops, produced, and

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17 *Ibid.*, p. 33
18 Zainal Arifin, *Pengembangan Sekolah Islam Berwawasan Education for Sustainable Development (ESD) Melalui Kegiatan Ekstrakurikuler (Studi di SD IT-SMP IT Al-Ikhlas Mantren, Karangrejo, Magetan)*,...p. 34
19 *Ibid*, p. 34
20 Lailatu Rohmah, dkk, *Pengembangan Softskill Berbasis Education for Sustainable Development (ESD) di SD IT Internasional Luqman Hakim Yogyakarta*, (Yogyakarta: Prodi Pendidikan Guru Madrasah Ibtidaiyah (PGMI) Fakultas Tarbiyah dan Keguruan UIN Sunan Kalijaga, 2012).
21 *Ibid*, p. 98-99
22 Dalam konsep Sekolahnya Manusia Munif Chatib, yang dinamakan sekolah unggul adalah sekolah yang memanusiakan manusia, dalam artian menghargai setiap potensi yang ada pada diri siswa. (Munif Chatib, *Sekolahnya Manusia: Sekolah Berbasis Multiple Intelligences di Indonesia,* (Bandung: Kaifa, 2010), cetakan ke VII, p.96

sold themselves to other students or even working with home industry around the school. *Third*, an environmental activities: (1) their own farming, growing rice, vegetable planting, and plant fruit trees, and so on. These activities as a form of preservation of the environment for the sustainable life for humans.

CONCLUSION

Discourse of Education for Sustainable Development (ESD) needs to be socialized into institution, either through intracurricular and extracurricular activities. Government as the country's leaders need to formulate learning activities based ESD to all students in educational institutions from elementary to college.

Islamic School as one of the educational institutions also have equal responsibility in introducing the discourse of ESD in every activity. Moreover, as a school-based religious values , Islamic schools teach students to establish a good relationship with God (vertical), harmonious relationships among human (horizontal), and an intimate relationship with the universe (diagonal). Establish a good relationship with God as the search for salvation in World-Hereafter, harmonious relations among humans as the pursuit of happiness in the World-Hereafter, and intimate relationship with the universe as an effort to reach safety at the World from all dangers and disasters. In the concept of ESD, vertical relationships, horizontal, and diagonal can be implemented in the activities of socio-cultural, economic, and environmental.

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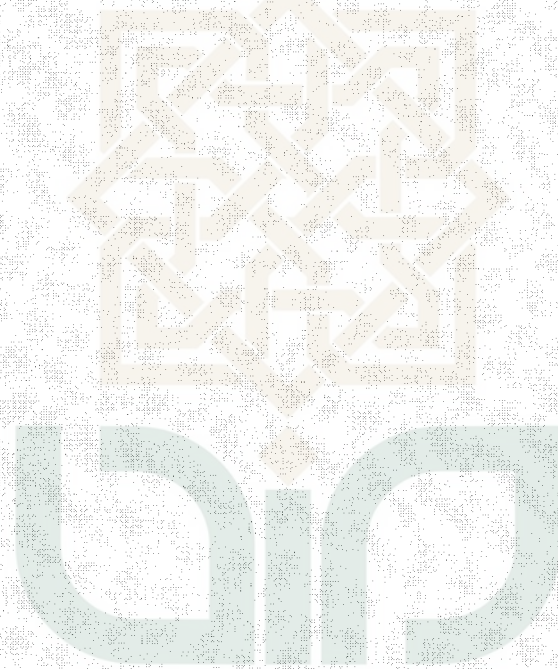
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