

## **Sustainable Islamic School Management: Collaboration between Schools and Parents in Instilling Environmental Awareness**

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### **Abstract**

Sustainable Islamic school management is a strategic approach that emphasizes holistic educational governance through Islamic values, participatory leadership, and environmentally responsible practices. This study aims to analyze the forms of collaboration between schools and parents in fostering environmental awareness among students. Using a qualitative method grounded in literature review and educational policy analysis, this research examines how Islamic school management integrates green curriculum components, ecological habit-building programs, and effective communication with families to create a sustainable environmental culture. The findings indicate that strategic synergy between schools and parents—through strengthening school committees, parental involvement in environmental activities, and consistent reinforcement of eco-friendly behaviors at home—significantly enhances students' ecological awareness. The study concludes that well-planned and sustained collaboration between these two key educational institutions serves as an essential foundation for developing environmentally-conscious Muslim generations who are responsive to global ecological challenges.

**Keywords:** Islamic educational management, sustainability, parental involvement, Islamic schools, environmental awareness.

### **Introduction**

Islamic education holds a strong mandate to shape individuals of noble character and a deep sense of responsibility toward the environment as part of their role as *khalifah fil-ardh* (stewards of the Earth). Ecological values have long been embedded in Islamic teachings, as reflected in the prohibition against *fasad* (destruction) and the command to maintain the balance of nature. This perspective affirms that environmental concern is not merely a modern issue but a fundamental moral and spiritual duty of every Muslim. It aligns with the objectives of Islamic education, which emphasize the holistic development of students' spiritual, moral, and social character (Asmani, 2012)

In the global context, increasing environmental degradation and climate change demand a more sustainable approach to education. UNESCO, through its *Education for Sustainable Development (ESD)* initiative, emphasizes that sustainability education must be systematically integrated into formal education systems to cultivate ecological awareness from an early age (Tilbury, 2011).

Schools, as formal educational institutions, play a crucial role in internalizing environmental values through curriculum design, school culture, and teachers' exemplary conduct. However, research indicates that the success of shaping students' ecological behavior depends not only on the school's efforts but also on the family's involvement in reinforcing sustainable habits at home (Chawla, 1998).

Collaboration between schools and parents is therefore essential, particularly within the framework of sustainable Islamic education management that emphasizes the continuity of values between the school and home environments. Parental involvement significantly contributes to the formation of environmentally conscious habits, both in general and religious-based education (Hidayati, 2018). This integrative approach allows for the synchronization of values, activities, and role models, ensuring that students receive consistent reinforcement across both settings.

Meanwhile, the Islamic eco-theological perspective provides a philosophical and normative foundation for the importance of environmental protection. According to Rohmad (2013) ecological awareness in Islam is based on the understanding that humans are stewards—not absolute rulers—of the Earth. Protecting the environment, therefore, constitutes an act of worship and a moral responsibility towards the Creator.

Based on this reasoning, the integration of school and parental roles becomes an essential component of sustainable Islamic education management. This synergy is expected to strengthen the internalization of environmental values effectively and holistically within students. Hence, this study aims to explore how such synergy can be established and how Islamic education management strategies can optimize the roles of both parties in fostering environmental awareness among students.

## **Methods**

### **Research Design**

This study uses a qualitative approach with a literature review method (library research). This approach was chosen because the research focused on exploring concepts, theories, and previous research results on sustainable Islamic school management and collaboration between schools and parents in raising environmental awareness (Baharuddin, 2017). This literature study did not involve field respondents, but rather explored secondary data from scientific journals, books, and education policy documents (UNESCO, 2017).

### **Participants**

In the context of literature research, participants are replaced by relevant academic literature sources. These sources include journals and books that discuss Islamic education management and environmental sustainability (Khan, 2020). The

selection of sources is based on criteria of relevance, publisher credibility, and thematic suitability to the research focus, namely school-parent collaboration in environmental education (Hasanah, 2020).

### **Research Procedures**

The research process began with identifying the problem and formulating research questions. This step was followed by a literature search using academic databases such as Google Scholar and Scopus with the keywords “Islamic school management,” “parental involvement,” and “environmental education” (Hidayat, 2019). Next, literature selection is carried out based on inclusion and exclusion criteria, followed by thematic analysis to find conceptual patterns (Wibowo, 2022).

### **Data Collection Technique(s)**

Data collection techniques use documentation and literature studies of relevant scientific sources. Each source is reviewed, coded, and stored using reference management software such as Mendeley or Zotero to maintain citation accuracy and avoid data duplication (Abdullah, 2018).

### **Data Analysis Technique**

The analysis was conducted using thematic content analysis. The stages of analysis included in-depth reading of the literature, coding, categorization, and interpretation to construct a conceptual model of collaborative sustainable Islamic school management (Yusuf, 2023). This analysis highlights three main dimensions: Islamic value-based management, parental involvement, and environmental awareness building (Nurdin, 2021).

## **Results**

The results of the study show that sustainable Islamic school management not only emphasizes academic aspects, but also the integration of Islamic values with the principles of environmental sustainability. Management based on Islamic values emphasizes the responsibility of khalifah (khalifah fil-ardh) to protect nature as a trust from Allah SWT (Abdullah, 2018; Baharuddin, 2017). The implementation of this principle can be found in school policies such as sharia-based waste management, greening activities, and the integration of environmental values into the Islamic Education curriculum (Hidayat, 2019).

Research also confirms that sustainable Islamic school management requires visionary and ethical leadership—school leaders must be role models in environmentally friendly behavior and social justice (Asad & Rehman, 2021).

## 1. Sustainable Islamic School Management

Research findings indicate that sustainable Islamic school management does not merely emphasize academic excellence but also integrates Islamic values with the principles of environmental sustainability. This concept asserts that the success of Islamic educational institutions should not be measured solely by academic achievements but also by their contribution to nurturing students who possess ecological awareness and social responsibility. In this context, Islamic education functions as a means of cultivating ecological ethics (eco-ethics) rooted in the concept of tawhid the belief that humans, nature, and all creatures are interconnected creations of Allah SWT that must exist in balance and harmony (Baharuddin, 2017).

Sustainable Islamic school management, grounded in Islamic principles, is derived from the Qur'anic concept of khalifah fil-ardh humans as Allah's stewards on earth. As khalifah, humans are entrusted with the responsibility to sustain and protect the environment. This principle serves as a moral foundation for every managerial decision and practice within Islamic educational institutions. School leaders, teachers, and all members of the school community are expected to embody a sense of responsibility toward nature as a divine trust (amanah) from Allah SWT. Therefore, all policies within Islamic school management should consider both environmental sustainability and social welfare (Abdullah, 2018).

The implementation of these principles can be seen in various school policies and programs. For instance, schools may adopt Sharia-based waste management systems, emphasizing cleanliness as part of faith; conduct tree-planting and environmental preservation programs involving all members of the school community; and integrate environmental values into the Islamic Religious Education (PAI) curriculum (Hidayat, 2019). Through such integration, students do not only learn religious teachings theoretically but also practice them through real-life environmental stewardship. This approach aligns with the vision of Islamic education, which promotes balance between humans and nature as an act of worship and spiritual responsibility.

Furthermore, studies emphasize that sustainable Islamic school management requires visionary and ethical leadership. School leaders must serve as role models in demonstrating environmentally conscious behavior and social justice. According to Asad and Rehman (2021), such leadership is referred to as ethical visionary leadership a form of leadership that not only focuses on achieving institutional goals but also on fostering a school culture grounded in moral values, social responsibility, and environmental preservation. Leaders play a pivotal role in inspiring the entire school

community to implement sustainability principles as a holistic expression of Islamic teachings.

In conclusion, sustainable Islamic school management represents an approach that harmonizes the spiritual, academic, social, and ecological dimensions of education. Islamic values serve as the ethical and philosophical foundation for building an educational system that not only produces intelligent and competent individuals but also morally upright and environmentally conscious citizens. Islamic schools that implement this concept will serve as pioneers in realizing a civilized society (*madani*) based on social justice and environmental awareness, in line with the Islamic mission as *rahmatan lil 'alamin* (a mercy to all creation).

## **2. The Collaborative Role between Schools and Parents in Fostering Environmental Awareness among Students**

Research findings reveal that collaboration between schools and parents is a key factor in instilling environmental awareness among students. Education for sustainability cannot stand alone within the school environment; it must be reinforced by the active role of families as the primary and most influential educational environment. Schools act as facilitators in embedding environmental values through teaching and structured programs, while parents function as enforcers of sustainable habits through everyday practices at home (Hasanah, 2020).

From an Islamic educational perspective, collaboration between schools and parents carries deep spiritual and moral significance. Both parties are seen as partners entrusted by Allah SWT to educate children into individuals of noble character and environmental responsibility. The Islamic concept of *tarbiyah* emphasizes the importance of synergy between formal education institutions and families so that the moral and environmental values instilled at school continue to be practiced in daily life. Thus, a harmonious collaboration between schools and parents is an integral part of implementing sustainable Islamic school management (Yusuf, 2023).

Effective forms of collaboration can be realized through various participatory programs that involve parents directly. One notable initiative is the Parent–Teacher Green Forum, a cooperative platform where teachers and parents jointly design and evaluate “green school” programs. Through this forum, parents are not passive supporters but active contributors in decision-making and environmental initiatives at school. Additionally, family-based environmental education can be promoted through seminars, workshops, or home-based guidance on sustainable living in line with Islamic values such as

conserving water, saving energy, and maintaining cleanliness as an act of faith (Hasanah, 2020).

Another impactful form of collaboration is eco-volunteering, which involves students, teachers, and parents in environmental and social activities such as tree planting, cleaning school and mosque surroundings, and recycling waste. Through such initiatives, values of cooperation, social responsibility, and care for Allah's creation are instilled in a tangible way. This collaboration strengthens emotional and spiritual connections between the school, family, and community, while serving as an avenue for character education rooted in environmental awareness and Islamic teachings on rahmatan lil 'alamin (Nurdin, 2021).

Therefore, the collaboration between schools and parents not only enhances the effectiveness of environmental education but also represents a holistic model of education that integrates spiritual, social, and ecological dimensions. Within the framework of sustainable Islamic school management, this partnership establishes an educational ecosystem that harmonizes Islamic values, social responsibility, and ecological awareness. Consequently, parents are not merely complementary actors but strategic partners in shaping a generation of Muslims who are environmentally conscious and committed to sustainability.

### **3. Integration of Islamic Values in Environmental Education**

The integration of Islamic values into environmental education plays a significant role in shaping students' ecological and spiritual awareness. Environmental education grounded in Islamic teachings does not merely teach the physical importance of preserving nature but also internalizes the spiritual meaning behind such actions. Core values such as amanah (responsibility), tazkiyah al-nafs (self-purification), and maslahah (public good) form the foundation for developing sustainable behavior aligned with Islamic principles (Khan, 2020). Through this approach, students not only understand the importance of protecting the environment but also experience a moral and religious obligation in every environmentally impactful act they undertake.

An Islamic-based approach to environmental education views humans as both spiritual and ecological beings. This perspective is rooted in the principle of tawhid, which recognizes all creatures as interconnected creations of Allah SWT existing in a harmonious system of life. Through the understanding of tawhid, students are guided to see nature not merely as a resource but as ayat kauniyyah signs of God's greatness that must be respected and preserved (Abdullah, 2018). Such education cultivates the awareness that

environmental destruction equates to betraying the divine trust bestowed upon humanity as *khalifah fil-ardh* (stewards of the Earth).

The implementation of Islamic values in environmental education has been realized through various innovative programs in Islamic schools across Indonesia. One notable model is the eco-Islamic school, where spiritual values and ecological awareness are integrated into both curriculum and school culture. Activities such as green *tahfidz* (Qur'an memorization conducted in nature to foster gratitude toward God's creation), sharia waste banks (waste management systems based on honesty and collective welfare principles), and the eco-mosque project (developing environmentally friendly mosques) serve as concrete applications of this integration (Wibowo, 2022). Through these programs, values such as cleanliness, discipline, social responsibility, and love for nature are actively practiced and internalized.

Beyond shaping sustainable character, the integration of Islamic values in environmental education also enhances students' spiritual motivation. Recognizing that caring for the environment is an act of worship gives ecological actions deeper meaning and longer-lasting impact. These values create a balance between cognitive, affective, and spiritual dimensions in the learning process. Consequently, Islamic-based environmental education not only forms intelligent and environmentally conscious learners but also nurtures *mutaqin* individuals—those who are pious, knowledgeable, and socially as well as ecologically responsible.

### Discussion

The findings of this study demonstrate that sustainable Islamic school management represents a holistic framework integrating Islamic values, parental involvement, and structured environmental education programs. The success of developing students' environmental awareness depends not solely on school initiatives but also on consistent reinforcement by families within the home environment.

First, the implementation of sustainable Islamic school management rooted in Islamic values provides a strong philosophical and spiritual foundation for shaping students' ecological ethics. The concepts of *khalifah fil-ardh* (humans as God's stewards), trust (*amanah*), and the prohibition of causing destruction (*fasad*) serve as the moral basis for school policies. This supports the arguments of Abdullah (2018) and Baharuddin (2017), who emphasize the relevance of Islamic teachings as ethical guidelines for environmental stewardship. In practice, such values are reflected in Sharia-based waste management systems, greening activities, and the incorporation of environmental ethics within the Islamic Education (PAI) curriculum.

Second, the study affirms the critical role of school–parent collaboration in fostering students’ environmental behavior. Schools provide structure, knowledge, and role modeling through environmental programs, while parents reinforce these values through daily practices at home. Collaborative efforts such as parent–teacher green forums, eco-volunteer programs, and family-based environmental workshops demonstrate effective partnership models. These findings align with Hasanah (2020) and Nurdin & Sulaiman (2021), who argue that parental involvement significantly enhances the effectiveness of environmental character education.

Third, the integration of Islamic values into environmental education not only influences students’ behavioral change but also enhances their spiritual motivation. Values such as *tazkiyah al-nafs*, gratitude, and public good (*maslahah*) help students internalize the idea that environmental stewardship is both a social responsibility and a form of worship. This reflects the Islamic eco-theological perspective advanced by Rohmad (2013) and Qardhawi (2001), which positions humans as guardians of the natural balance under divine command.

Overall, the findings indicate that producing environmentally conscious Muslim generations requires a well-designed and value-based system of Islamic school management. Strong school–parent collaboration and the spiritual internalization of Islamic environmental ethics serve as essential pillars for building a sustainable Islamic educational ecosystem.

### **Conclusion**

This study concludes that sustainable Islamic school management provides a strategic and holistic framework that integrates Islamic values, school–parent collaboration, and environmental education. Core Islamic principles such as *amanah* (trust), human responsibility as *khalifah fil-ardh* (stewards of the earth), and the prohibition of environmental destruction establish a strong moral foundation for cultivating environmentally responsible behavior among students. The integration of these values not only promotes ecological ethics but also reinforces spiritual motivation by framing environmental stewardship as an act of worship.

Collaboration between schools and parents is identified as a key factor in ensuring the consistency and effectiveness of environmental awareness education. Joint initiatives such as parent–teacher green forums, environmental volunteering, and sustainable family education strengthen the alignment between school programs and home practices. This synergy enhances the internalization process, making students’ environmental behavior more sustainable and meaningful.

Overall, the study affirms that developing environmentally conscious Muslim generations requires an educational ecosystem that is sustainable, collaborative, and

grounded in spiritual values. When implemented systematically and supported by active parental involvement, sustainable Islamic school management can serve as an effective educational model that responds to global ecological challenges while embodying the Islamic mission of being *rahmatan lil 'alamin*.

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