

## **Environment-Based Islamic Education: Building Ecological Awareness Through Islamic Values**

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### **Abstract**

Environmental issues have become one of the greatest challenges facing humanity in the modern era. Environmental degradation caused by human activities, such as deforestation, pollution, and climate change, threatens life on earth. Islamic education plays an important role in shaping the character and environmental awareness of the younger generation. This article examines how environment-based Islamic education can be a useful tool for fostering environmental awareness through the integration of Islamic environmental values. This study uses a qualitative approach to examine school curricula, teaching approaches, and activities that focus on environmental preservation from an Islamic perspective. The results show that Islamic values such as amanah (responsibility), khalifah (leadership), and ihsan (benevolence) can be incorporated into education to build strong ecological awareness. As a result, environment-centered Islamic education not only helps preserve the environment but also strengthens students' faith and piety. As a strategic effort to address the global environmental crisis, this article suggests that environmental values be further incorporated into the Islamic education curriculum. Thus, environment-based Islamic education not only contributes to nature conservation but also strengthens the faith and piety of students. This article suggests further integration of environmental values in the Islamic education curriculum as a strategic effort to address the global environmental crisis.

**Keywords:** ecological, islamic, awareness, islamic education.

### **Introduction**

Environmental issues have become one of the biggest challenges facing humanity in the modern era (Caesarine et al., 2024). Environmental degradation caused by human activities, such as deforestation, pollution, and climate change, threatens life on earth. In this context, ecological awareness is very important to instill in every individual from an early age. However, reality shows that public ecological awareness is still low, especially in developing countries, including Indonesia (Zahid et al., 2023).

Islam, as a comprehensive religion, has teachings that can contribute significantly to building ecological awareness. Values such as amanah, khalifah, and ihsan in Islam emphasize the importance of protecting and caring for the earth as a form of human responsibility to God. However, the application of these values

in the context of education is still not optimal. Islamic education, as one of the main pillars in shaping the character and behavior of the younger generation, has great potential to play a role in instilling ecological values through a holistic and integrative approach (Nurkidam & Mahyudin, 2023).

Unfortunately, the Islamic education curriculum in many educational institutions does not explicitly include environmental issues in the process. This is a serious problem considering

the importance of equipping future generations with in-depth knowledge and awareness of environmental preservation. Therefore, there needs to be a systematic effort to integrate Islamic values with environmental education, so as to create a generation that is not only faithful and pious, but also has a strong ecological responsibility (Hanun, 2019).

This study aims to explore how environment-based Islamic education can be implemented in the education curriculum, as well as how Islamic values can be the basis for building ecological awareness. Thus, it is hoped that an effective education model can be found to support environmental conservation efforts in Indonesia and the Islamic world in general.

This research offers something new in the context of integrating Islamic education with environmental education, which has not been explored in depth in previous studies. This research fills a gap in the existing literature by focusing on the application of this concept in Indonesia, which has abundant natural resources but faces major challenges in terms of environmental conservation. Thus, this study offers an approach that is contextual and relevant to the social, cultural, and religious conditions in Indonesia. Through these elements of novelty, this study not only enriches the academic discourse on Islamic and environmental education but also provides practical solutions that can be implemented in various Islamic educational institutions to address global environmental challenges.

### **Methods**

This study uses the library research method (Santoso et al., 2024), which aims to collect and analyze data from various literature sources relevant to the topic of “Environment-Based Islamic Education: Building Ecological Awareness Through Islamic Values.” This method was chosen because it allows researchers to gain a deep understanding of the concepts, theories, and results of previous studies related to the topic under review.

In its implementation, this research was conducted in several stages. The literature sources used in this study included books, journal articles, conference papers, and relevant official documents. These sources were obtained from physical and digital libraries, including academic databases such as Google

Scholar, JSTOR, and ScienceDirect. The main focus was on literature discussing the concepts of Islamic education, ecological awareness, and the integration of Islamic values in education.

Each piece of literature collected was evaluated based on its relevance, credibility, and contribution to the research topic (Santoso et al., 2024). This process involved a critical assessment of the quality and reliability of the data and information presented in each piece of literature. Only literature that met these criteria was used as material for analysis in this study. The results of the analysis of various literature were then synthesized and integrated to construct a coherent and comprehensive argument. This synthesis process also included the development of a model or conceptual framework that combines Islamic values with the concept of environmental education, which is the main focus of this study. Based on the results of the synthesis and integration of the literature, the researcher draws conclusions that answer the research questions and achieve the research objectives. The interpretation is carried out by considering the theoretical and empirical contexts in the literature.

## **Results and Discussion**

### **Islamic Values as the Basis for Ecological Awareness**

Islamic values such as amanah (responsibility), khalifah (human leadership on earth), and ihsan (doing good) are fundamental concepts that can be internalized in the educational process to increase ecological awareness. Amanah teaches that humans are responsible for the preservation of nature as a form of obedience to Allah's commands (Nadhiroh et al., 2023). The concept of khalifah emphasizes the role of humans as leaders who must maintain the balance of the ecosystem. Meanwhile, ihsan encourages behavior that is not only good to fellow humans but also to the environment.

In Islam, the concept of ecological awareness is not only seen as a social responsibility, but also as an integral part of faith and worship of Allah. Amanah is a concept that emphasizes that everything on earth, including nature and its resources, is a trust from Allah to humans. As recipients of this trust, humans have a responsibility to protect, care for, and use nature wisely. In this context, excessive exploitation of nature or destruction of the environment is considered a violation of the amanah given by Allah. Awareness of this amanah teaches that preserving the environment is the duty of every Muslim as a form of obedience to Allah.

Islam teaches that humans are khalifah on earth, which means that humans are mandated by Allah to manage and lead the earth fairly and wisely. As caliphs, humans must act as guardians and protectors of nature, ensuring that their actions do not destroy the balance of the ecosystem. This responsibility involves the

sustainable use of natural resources, respect for all living things, and active efforts in nature conservation. The concept of khalifah encourages Muslims to have a high level of ecological awareness, where they play an active role in environmental preservation efforts (Atikawati et al., 2019).

Ihsan in Islam is the attitude of doing good in the best way possible in every aspect of life, including in interactions with the environment. Ihsan teaches Muslims to do good not only to fellow humans, but also to all of Allah's creations, including plants, animals, and the surrounding environment. In an ecological context, ihsan means carrying out daily activities while considering their impact on the environment, such as reducing waste, maintaining cleanliness, and supporting nature conservation efforts (Intan, 2023). This attitude of ihsan shapes the awareness that every small action in protecting the environment is a form of worship to Allah.

Islam encourages the principle of tawazun, which is balance in all things, including in the relationship between humans and nature. Allah created everything in the universe with perfect balance, and humans are expected to maintain this balance (Umar et al., 2024). Environmental destruction or excessive exploitation of natural resources is considered an act that goes against the principle of tawazun. Awareness of the importance of maintaining the balance of nature helps Muslims to live in harmony with the environment, avoid destructive behavior, and contribute to the sustainability of the ecosystem.

In the Qur'an, it is mentioned that all creatures in the universe glorify Allah. This shows that every element of nature has spiritual value and must be respected. Awareness of this glorification teaches Muslims to see nature not only as a resource to be exploited, but as Allah's creation that has the right to be treated with respect and compassion (Encung & Baiq Rida Kartini, 2023). Thus, protecting the environment is part of respecting Allah and His creations. Through the internalization of these Islamic values, Muslims can develop a strong ecological awareness, which encourages them to behave responsibly towards the environment (Siahaan et al., 2022). These values are not only relevant in an individual context but can also be applied in various aspects of social life, education, and policy, thereby making a significant contribution to global efforts to preserve nature.

### **Integration of Environmental Education in the Islamic Education Curriculum**

The integration of environmental education in the Islamic education curriculum has not been fully realized in many educational institutions. Despite its great potential, most curricula still focus on ritualistic religious aspects, while environmental issues are often neglected. This study proposes a curriculum

model that integrates Islamic values with environmental education, in which each subject can incorporate an environmental perspective in accordance with Islamic teachings (Marhamah & Abdullah, 2020). For example, Fiqh lessons can discuss laws related to the sustainable use of natural resources, while Akhlak lessons can emphasize the importance of maintaining environmental cleanliness and beauty.

The integration of environmental education into the Islamic education curriculum is a strategic step aimed at shaping a generation that not only has a strong understanding of religion but also has a high ecological awareness (Diavano, 2022; Nashihin et al., 2022). This integration process can be carried out by linking Islamic values with the principles of environmental sustainability, so that students understand that protecting nature is part of their worship and responsibility as Muslims. The following are several approaches to integrating environmental education into the Islamic education curriculum:

Subjects such as Fiqh, Akhlak, and Aqidah can be integrated with environmental concepts. For example, in Fiqh lessons, students can be taught about the laws relating to the use of natural resources, such as water, land, and forests, as well as how to maintain the balance of the ecosystem. Akhlak lessons can be used to emphasize the importance of good behavior towards the environment, such as maintaining cleanliness and reducing waste. In Aqidah, it can be explained that protecting nature is part of tauhid, because nature is Allah's creation that must be respected and preserved.

In addition to integration in subjects, it is also important to involve students in practical activities oriented towards environmental preservation. For example, schools can organize reforestation programs, 3R (Reduce, Reuse, Recycle) waste management, and energy conservation campaigns. These activities can be integrated with Islamic teachings, such as conveying that the wise use of natural resources is a form of practicing Islamic teachings about trust and responsibility. These projects not only strengthen students' understanding of the importance of In addition to integration in subjects, it is also important to involve students in practical activities oriented towards environmental preservation. For example, schools can organize greening programs, 3R (Reduce, Reuse, Recycle) waste management, and energy saving campaigns. These activities can be integrated with Islamic teachings, such as conveying that the wise use of natural resources is a form of practicing Islamic teachings on trust and responsibility.

These projects not only strengthen students' understanding of the importance of protecting the environment but also familiarize them with ecological behavior in their daily lives.

Environmental education can be integrated in an interdisciplinary manner into the Islamic education curriculum by involving various subjects such as science, geography, and studies (Abidin & Abdillah, 2016). For example, in

science lessons, students can learn about ecosystems, climate change, and sustainability from a scientific perspective, while geography lessons can include the study of natural resources and the importance of conservation. When combined with Islamic teachings, students can see how science and religion can support each other in protecting the environment.

Character education in Islam emphasizes the formation of good morals, including in interacting with the environment. Character education programs can include instilling values such as discipline, responsibility, and concern for the environment. This can be done through direct teaching, habituation, and role modeling by teachers and school staff. For example, schools can establish rules that encourage students to minimize the use of plastic, or involve students in environmental cleanup activities as part of the character education program.

Schools can strengthen environmental education by establishing partnerships with communities, governments, and non-governmental organizations working in the environmental field. Through these collaborations, students can be involved in real projects that make a positive contribution to the surrounding environment, such as reforestation programs, critical land restoration, or carbon emission reduction campaigns. Involving students in these community activities can also strengthen their sense of social responsibility and awareness that protecting the environment is a collective task that involves all elements of society.

The integration of environmental education into the Islamic education curriculum is not only about adding learning material but more about shaping mindsets and characters that are in line with Islamic teachings and care for the environment. With a holistic and contextual approach (Abidin & Abdillah, 2016), Islamic education can play an important role in creating a generation that is not only faithful and pious but also has high ecological awareness and is ready to face global environmental challenges.

### **The Application of Environmental Values in School Activities**

In addition to the curriculum, school activities such as extracurricular programs and daily activities also play an important role in shaping students' ecological awareness. Schools that have implemented environment-based programs, such as greening, waste management, and renewable energy use, have succeeded in instilling a higher level of ecological awareness in students. These programs are more effective when linked to Islamic teachings, for example, by explaining that maintaining environmental cleanliness is part of faith (al-nazafah min al-iman). The application of environmental values in school activities is an important step in strengthening students' ecological awareness, familiarizing them with environmentally friendly behavior, and integrating

Islamic teachings with responsibility towards nature (Wahanisa & Adiyatma, 2021). In this way, schools can become living laboratories where students learn to appreciate and preserve the environment as part of practicing Islamic values. Planting trees and ornamental plants can be a routine activity involving the entire school community. This activity not only beautifies the school environment but also teaches students the importance of plants in maintaining the balance of the ecosystem. School gardens, where students plant and care for vegetables or flowers, can also be used as a means of learning firsthand about life processes, the water cycle, and the importance of sustainability. In the context of Islam, this activity can be linked to the values of *ihsan* (doing good) and *khalifah* (human leadership on earth), where students are taught that caring for plants is a form of worship and their responsibility as *khalifah* on earth.

Schools can implement a 3R-based waste management program that involves all students and staff. For example, providing separate trash bins for different types of waste (organic, inorganic, and recyclable), as well as holding creativity competitions using used items to encourage reuse and recycling of existing materials. These activities can be accompanied by explanations about the responsibility to manage natural resources wisely, as well as the negative impact of littering, which damages the environment and shows indifference to God's trust.

Schools can implement energy and water conservation policies, such as turning off lights and electronic devices when not in use, utilizing natural light, and repairing leaky faucets. Students can also be involved in monitoring and reporting on energy and water use in schools. The value of balance can be taught through these activities, where students understand that natural resources must be used in a balanced and not excessive manner to preserve nature. Schools can organize extracurricular activities that focus on environmental preservation, such as environmental clubs, cleanliness patrols, and environmental awareness programs. These activities can include a variety of activities, ranging from cleanliness campaigns, environmental education, to conservation projects such as mangrove planting or school forest management. These activities can be linked to the teaching of *tasbih* (glorifying Allah's creation), where students are invited to see nature as a manifestation of Allah's greatness that must be respected and preserved.

Schools can hold internal campaigns to educate students about global and local environmental issues, such as climate change, deforestation, or pollution. This education can be carried out through seminars, poster competitions, or panel discussions involving students, teachers, and environmental experts. Linking these campaigns to Islamic teachings on *ihsan* and *tawazun* will strengthen students' understanding that protecting the environment is a moral and spiritual

obligation in Islam.

Applying environmental values in school activities is an effective way to build students' ecological awareness while integrating Islamic teachings into their daily lives (Yunansah & Herlambang, 2017). Through a holistic and participatory approach, schools can become agents of change that produce a generation of Muslims who are not only faithful and knowledgeable but also responsible for environmental preservation.

### **The Role of Teachers and Educators in Building Ecological Awareness**

Teachers not only serve as educators but also as role models in applying Islamic values that support environmental conservation. Teachers who have a high level of ecological awareness tend to be able to instill these values more effectively in students, both through direct teaching and through examples of daily behavior. Teachers have an important role as role models in applying environmental values (Yunansah & Herlambang, 2017). By demonstrating environmentally friendly behavior, such as reducing plastic use, conserving energy, and being active in environmental activities, teachers can be an inspiration to students. Teachers can also take advantage of every opportunity to insert environmental messages into the daily learning process, instilling awareness that every good action towards the environment is a form of practicing Islamic teachings.

Teachers and educators have a key role in building ecological awareness in students, especially in the context of Islamic education. They not only act as conveyors of knowledge but also as role models and mentors who can instill environmental values as part of everyday life. Here are some ways in which teachers and educators can play a role in building ecological awareness:

Teachers should integrate Islamic teachings related to environmental responsibility into their daily teaching. Teachings such as amanah (responsibility), khalifah (leadership on earth), ihsan (doing good), and tawazun (balance) can be explained and linked to environmental practices. Teachers can explain that caring for nature is a form of worship and obedience to Allah. Teachers can use teaching methods that connect theory with real-world practice, such as case studies on environmental issues or projects that involve students in environmental conservation activities. This contextual approach helps students understand the impact of human behavior on nature and the importance of maintaining ecosystem balance.

Teachers serve as role models in applying environmental values. By demonstrating responsible behavior towards the environment, such as reducing plastic use, turning off lights when not in use, or being active in reforestation

activities, teachers provide real examples that students can follow (Siahaan et al., 2022). Teachers' consistent attitudes and actions in protecting the environment will leave a deep impression on students. Teachers can encourage students to actively participate in environmental activities, both inside and outside of school. Activities such as reforestation, waste management, energy conservation campaigns, and clean-up activities can directly involve students in environmental conservation efforts. This participation not only increases ecological awareness but also strengthens students' emotional attachment to nature.

Teachers can play a role in developing or adapting a curriculum that integrates environmental education with other subjects, especially those related to Islamic values. With an environment-oriented curriculum, students will more easily understand the connection between religion, science, and social responsibility in protecting nature. Teachers can hold discussion and reflection sessions on current environmental issues, both locally and globally. Through these discussions, students can be encouraged to think critically about solutions they can implement, both individually and collectively, to address environmental problems. These discussions can also link the impact of environmental change to their daily lives and their responsibilities as Muslims.

Teachers can work with parents and the community to strengthen environmental education at home and in the surrounding environment. Involving parents in school environmental activities or holding environmental education programs in the community can broaden the impact of environmental education and create a wider culture of environmental awareness. The role of teachers and educators in building ecological awareness is very important and multifaceted. By integrating Islamic values, setting real examples, and encouraging active student participation, teachers can create a generation that is not only faithful and pious but also has a strong commitment to protecting the environment as part of their responsibility as Muslims.

Islamic education has great potential to contribute to environmental conservation through the formation of ecological awareness. However, realizing this potential requires integrative and systematic efforts in curriculum development, school activities, and teacher training. This discussion proposes that environment-based Islamic education is not only a learning tool but also a social transformation movement that can overcome the global environmental crisis.

It is important to have a deep understanding of Islamic values in the context of the environment and to encourage the further development of holistic education models, where spirituality and ecological responsibility go hand in hand. The practical implications of this research include the need to revise the

Islamic education curriculum, develop Islamic-based environmental education programs, and train teachers to implement this approach effectively.

### **Conclusion**

Islamic education has great potential in building ecological awareness through the integration of Islamic values. Values such as amanah (responsibility), khalifah (leadership), and ihsan (doing good) can be a strong foundation for instilling attitudes and behaviors that care for the environment. Through the internalization of these values, students can understand the importance of preserving nature as part of their responsibility as Muslims. However, to effectively implement environment-based Islamic education, integrative efforts are needed, including curriculum revision, the development of environmental education programs in line with Islamic principles, and training for teachers and educators so that they can become role models in the application of ecological values. Education should not only emphasize cognitive aspects but also include character building and a deep awareness of ecological responsibility.

This study also highlights the importance of support from all stakeholders in the world of education, including the government, educational institutions, the community, and families, to create a holistic educational ecosystem that is responsive to environmental issues. Thus, environmentally-based Islamic education can contribute significantly to overcoming global environmental challenges and creating a generation that is faithful, pious, and has a high level of ecological awareness.

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