

INTEGRATION OF ISLAMIC EDUCATION IN THE ADIWIYATA CURRICULUM

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ABSTRAK

Integrasi Pendidikan Agama Islam (PAI) dalam kurikulum Sekolah Adiwiyata memiliki peran penting dalam mengembangkan kesadaran lingkungan dan nilai-nilai agama Islam pada siswa. Penelitian ini mengeksplorasi integrasi tersebut di SD Negeri Jerukagung 1, yang menerapkan model pembelajaran ASSURE untuk memadukan teknologi dengan pembelajaran lingkungan hidup. Berdasarkan wawancara dengan kepala sekolah dan guru PAI, integrasi ini bertujuan untuk membentuk individu yang peduli, bertanggung jawab, dan sadar akan kelestarian lingkungan sekaligus memahami ajaran agama Islam. Kurikulum yang disesuaikan menggabungkan materi PAI dengan pembelajaran lingkungan hidup, memungkinkan siswa memahami prinsip keberlanjutan secara holistik. Dalam konteks ini, pendidikan lingkungan hidup membantu siswa memperoleh kesadaran, pengetahuan, sikap, keterampilan, dan partisipasi terkait isu-isu lingkungan. Integrasi ini juga menghubungkan nilai-nilai karakter agama Islam, seperti ketaatan, kepedulian, dan kerjasama, dengan program Adiwiyata, memperkuat pemahaman tentang tanggung jawab sebagai khalifah di bumi. Dengan pendekatan holistik yang diterapkan, integrasi PAI dengan kurikulum Sekolah Adiwiyata di SD Negeri Jerukagung 1 menitikberatkan pada pengembangan individu yang memiliki kesadaran lingkungan yang kuat sekaligus nilai-nilai agama Islam yang tercermin dalam tindakan mereka terhadap lingkungan. Strategi ini bertujuan untuk menciptakan siswa sebagai agen perubahan yang peduli, bertanggung jawab, dan sadar akan kelestarian lingkungan, sesuai dengan ajaran agama Islam.

Kata kunci : Pendidikan Agama Islam (PAI), Kurikulum Adiwiyata, Lingkungan Hidup, Model Pembelajaran ASSURE, Kesadaran Lingkungan

ABSTRACT

The integration of Islamic Education (PAI) into the curriculum of the Adiwiyata School has an important role in developing environmental awareness and Islamic values in students. This research explores such integration in Jerukagung State SD 1, which applies the ASSURE learning model to blend technology with living environment learning. Based on

interviews with the head of school and PAI teachers, this integration aims to form individuals who care, are responsible, and are aware of environmental sustainability while understanding the teachings of Islam. The custom curriculum combines PAI material with living environment learning, enabling students to understand sustainability principles holistically. In this context, environmental education helps students acquire awareness, knowledge, attitudes, skills, and participation related to environmental issues. This integration also connects values of Islamic character, such as obedience, care, and cooperation, with the Adiwiyata program, strengthening the understanding of the responsibility of a caliph on earth. With the holistic approach applied, the integration of PAI with the curriculum of the Adiwiyata School at Jerukagung State SD 1 focuses on the development of individuals who have a strong environmental awareness as well as Islamic religious values that are reflected in their actions towards the environment. The strategy aims to create students as agents of change who care, are responsible, and are aware of environmental sustainability, in accordance with the teachings of Islam.

Keywords: *Islamic Education, Adiwiyata Curriculum, Living Environment, ASSURE Learning Model, Environmental Awareness.*

INTRODUCTION

Environmental problems are not new. However, environmental issues are one of the interesting things and need to be studied to remind people that the environment always coexists with human life. And humans are obliged to maintain the balance of the environment so that it can be maintained. Various environmental problems that have arisen since the mid-20th century have raised global awareness about the need to deal with environmental problems as a whole by involving layers of the world community (Ketut Prasetyo & Hariyanto, 2018).

In an era that has entered technological development, in addition to good things, bad things also occur. One of the negative effects of globalization is global warming, which is caused by industrial growth, improved transportation technology, and other factors. During the current era of globalization, global warming has caused everyone on Earth to experience hot, humid, and dry weather. Stiglitz states that there are seven undeniable facts about global warming, namely: (1) By the end of the last century, the Earth's temperature had risen by about 1 degree Fahrenheit, or 0.6 degrees Celsius, (2) Small changes in air temperature can have large impacts, (3) This level of warming is unprecedented over the previous

millions of years; In addition, it is unprecedented in history, (4) Sea levels are increasing by about 4 to 8 inches (10 to 20 cm), (5) Every one meter of sea level rise can flood areas that are lower than sea level, indicating that small changes in sea level can have large impacts, (6) Greenhouse gases that have an effect on our atmosphere have increased significantly, (7) only small increases in greenhouse gas concentrations are likely to result in larger temperature increases, which will result in an increase in sea level, (7) only small increases in greenhouse gas concentrations are likely to result in larger temperature increases, which will result in an increase in sea level. (Joseph E Stiglitz, 2007).

Furthermore, global climate change impacts changes in internal and external radiation, humidity, temperature, and wind speed. Most carbon dioxide emissions come from human activities using fuels in industry, transportation, and power generation. All these actions are done for human satisfaction (Tri Harso Karyono, 2014).

Environmental issues are increasing due to the initial awareness of the importance of maintaining the environment. This is also the case for students who are taking part in school education. As a result, everyone should realize the importance of building environmental awareness. As a religion that thoroughly regulates man's relationship with his Creator and his fellow creatures, Islam has clear and unambiguous standards for environmental protection. For example, how human faith shows their responsibility to protect the environment (QS. Al-A'raf [7]: 85, the dools who (QS. Al-Baqarah [2]: 205), and that Allah SWT helps humans as part of the universe (QS. Luqman [31]: 20; QS. Ibrahim [14]: 32-33), and that human evil actions cause the destruction of nature (QS. As-Syura [42]:30; Q S .Al-A'raf (Hidayat, 2015).

In addition, Humans cannot be separated from the educational process; it is only through educational institutions and processes that people can make changes for the better, such as addressing climate issues. Currently, there is a new innovation made by the government, especially the Ministry of Environment, that can be applied in the educational environment. This innovation is called green school. It is expected that these green schools will provide benefits both directly by planting plants and trees, and indirectly by teaching students environmentally friendly

attitudes and habits, such as planting trees, among others. As such, this green school will be part of the effort to address and minimize the effects of global warming..

Government Indonesia recognizes the importance of protecting the environment, especially due to natural disasters caused by human actions. The Environmental Education Program was established in 2005 by the Ministry of Environment and the Ministry of National Education (Kementerian Lingkungan Hidup dan Kementerian Pendidikan dan Kebudayaan 2012).

In this case the Ministry of Environment Environment has launched the green school program as an innovation that creates a better learning environment. However, there is a big difference between the government program and what happens on the ground. In other words, some educational institutions in Indonesia do not have a green school program. Moreover, even if schools have implemented it, it remains institutional and is not included in the curriculum or learning of every subject, including Islamic religious education. The purpose of Islamic religious education is to cultivate and internalize the principles of Islamic values, one of which is love of nature. As a result, the entire learning process of PAI must be integrated with sustainable education, also known as a green school. Islamic Religious Education (also called PAI in this discussion) pays great attention to the importance of life awareness, ethics, and human morality. Therefore, cooperating with the Adiwiyata program is very important to keep the environment good. When the Adiwiyata program was launched, Islamic religion is defined as a teacher's conscious effort to encourage students to believe, understand, and practice religious teachings through guidance, teaching, and training activities planned to achieve certain goals (Abdul Majid, 2012).

It is possible that the purpose of Islamic education is to inform each person of his or her role and responsibility as a human being obligated to worship Allah SWT. To build an environmentally friendly life, education is essential. According to Djoehani, Environmental education can be defined as human efforts to educate people from different parts of society to understand environmental values. It can invite people to actively

participate in the preservation and conservation of the environment for the benefit of the next generation (H Djoehaeni 2014).

Environmental education should be an integral part of education, especially in Islamic religious education. It should be part of the overall curriculum and not just a topic taught separately from other teaching materials. It includes ethical principles relating to environmental conservatio (M. Mustakim, 2018). According to Afandi, there are five objectives of EE: 1. Awareness help learners gain awareness and sensitivity to the environment and its problems as a whole, 2. Knowledge helps learners understand the functions of the environment and human relationships with it, and 3. Attitudes help learners understand the functions of the environment and human relationships with it., 4. Skills (ability) means that learners gain the ability to conduct research that helps solve environmental problems, and 5. Participation (participation) means that learners gain experience and use their knowledge and thinking skills to solve and deal with environmental problems (R. Afandi 2013).

The Adiwiyata program is the successor to the Nawacita program established by President Joko Widodo. The goal of the program is to improve character education (PPK), which consists of five main principles: integrity, religious, nationalist, independent, and mutual cooperation. The Adiwiyata program is expected to improve the character of the nation's children to achieve "Golden Indonesia" in 2045. According to Muchlas Samani and Hariyanto, character is a distinct way of thinking and acting that each person has as a way of living and working together in family, society, nation, or state. In addition, character can also be defined as the values that each person has in relation to God Almighty, fellow human beings, the environment, the nation, and the state, and which are determined by religious norms, laws, manners, culture, and customs. People of good character have the ability to make decisions and take responsibility for their decisions.

The purpose of this research is to determine PAI learning integrated with the Adiwiyata program at SD Negeri Jerukagung 1 Magelang, based on the background that has been described. The 2019 study by Faisal, Tutut Handayani, and Fuaddilah Ali Sofyan entitled "Embedding Adiwiyata Values in MI PAI

Learning, Multi Site Study at MIN 1 Palembang and MIN 2 Palembang" is related to this research. The second study, written by Syamsul

Kurniawan in 2019 entitled "Islamic

Religious Education with Environmental Wisdom in Elementary Schools: Basis, Significance, and Implementation," found that MIN 1 and MIN 2 Palembang established Adiwiyata as a measure of the school's efforts to achieve its mission as a cultured school. Students must be educated about the importance of caring for and preserving the environment and its functions (Kurniawan 2019). This study aims to determine how effective Islamic religious learning is in the Adiwiyata program at SD Negeri Jerukagung 1 Magelang.

Researchers approach qualitative approach and used a case study model. State Elementary School 1 Jerukagung Magelang is the subject of this study. The investigation involved the principal, curriculum department, PAI teacher, Adiwiyata coordinator teacher, committee chairman, and a number of students. The researcher collected information through documentation, interviews, and observations.

DISCUSSION

Integration of Islamic Religious Education in the Adiwiyata School

Curriculum

A complete focus is needed during the teaching and learning process. To get the best learning results and To achieve maximum learning potential, attention is a valuable asset that must be nurtured. In simple terms, it can be said that when someone is paying attention, he tries to focus his thoughts, feelings, and physical and psychological aspects on the object of his attention. A study of the philosophy of learning to digest information shows that learning is impossible without attention (Yenny Suzana 2021). The mere emergence of attention may occur on its own initiative or as a result of planning.



Figure 1. Integration of PAI with Adiwiyata School Curriculum at SD Negeri Jerukagung 1 Magelang

The process of student learning activities to create a sense of care for the environment, these activities include planting and also collecting garbage. This shows the application and Implementation in grade 2 semester 1 where the material taught is related to Clean, Healthy and Care for the environment.

SD Negeri Jerukagung 1 in implementing learning using the ASSURE learning model. This model emphasizes the role of educators in student interaction and the freedom to choose learning media in accordance with predetermined learning objectives (Haq 2021). The learning process in several disciplines or across subjects is bound by themes (Darlis and Movitaria 2021). Furthermore, this kind of curriculum is created by examining the main domain of human existence or social activities called social functions or life majors, which include wealth, natural resources, protection, and preservation of life (Irawan and Putri Handayani 2016).

The integration of Islamic Religious Education (PAI) with the Adiwiyata school curriculum through the application of character values can be a strong foundation for the formation of caring individuals to the environment and have strong morality according to Islamic teachings. PAI teachers can connect the values of religious teachings with character values that are also instilled in the Adiwiyata program. Students can learn character values such as obedience, responsibility, and awareness in carrying out Allah command to protect nature. PAI teachers can strengthen students' understanding of responsibility as a caliph on earth and the importance of protecting nature as a mandate given

by Allah.

In addition, attitudes of caring, cooperation, and togetherness can be integrated by building cooperation between students in Adiwiyata activities that focus on environmental sustainability. Teachers can teach these values in the context of Islamic

teachings that emphasize the importance of doing good to nature and fellow humans. The application of patience, perseverance, and honesty can also be applied in the Adiwiyata program. Students can learn how patience and perseverance are needed in caring for the environment.

By integrating character values in Islamic teachings with the Adiwiyata program, schools can form individuals who are more faithful, responsible, caring, and have a strong environmental awareness. This provides a solid moral foundation in accordance with Islamic teachings to protect and preserve the environment for the common welfare.

Adiwiyata School Curriculum Concept (Environment-Based)

One of the efforts to create quality schools is by implementing a systematic education system. The education system has a strategic role to carry out the teaching and learning process. teaching process by developing and implementing the curriculum (Miftachurrozaq and Widodo 2023). Adiwiyata school program It is the development of an environment-based curriculum because schools generally have a significant impact on environmental sustainability and provide opportunities for students to learn about the environment. (Nurhayati 2015). The interview with the principal stated that "the environment-based curriculum in the adiwiyata school program provides educational goals for love of the environment in a concrete form and fosters the spirit of students with character". This is in line with his research (Putri & Setyowati, 2023), which states that the strategy of integrating subjects and school habits through student character to show their love for the environment by always maintaining, caring for, and protecting it, which can become a good habit in daily life at school and in society.

SD Negeri Jerukagung 1 implements the curriculum in accordance with applicable government regulations. Some classes are still using the 2013 curriculum and Some use the independent curriculum. SD Negeri Jerukagung 1 integrates education with insights into character development and the environment in carrying out the teaching and learning process. Each of the same topic areas in several subjects can be integrated into one curriculum presentation. The learning model used is the ASSURE model. The environment-based ASSURE learning model gives teachers access to be able to help students understand how to learn (Baharun 2016). Students can also easily fulfill learning objectives and develop a sense of love and understanding of the environment, which in turn respects and glorifies its *creato* (Muzakki et al. 2021).

"SD Negeri Jerukagung 1 uses the 2013 curriculum and some have used the Merdeka curriculum. SD Negeri Jerukagung 1 unites and collaborates between the use of the ASSURE learning model and the between the use of the ASSURE learning model and the school program *adiwiyata* which focuses on environmental care. This ASSURE learning model aims to develop students' environmental care character by using existing technology and media such as pasting posters, providing adequate trash bins, and providing green space in the school environment. posters, providing adequate trash bins, providing green space in the school environment."

Based on the principal's statement, the ASSURE learning model integrates technology and learning media. In addition, this model helps make learning more real at a relatively low cost, and makes it easier for students to apply their knowledge to real-world problems, making learning interesting and meaningful to them. This is in line with what was expressed by the Islamic education teacher, who stated that with the use of the ASSURE learning model, it is expected that students can more easily accept the subject matter in accordance with their experiences during doing process teaching and learning.

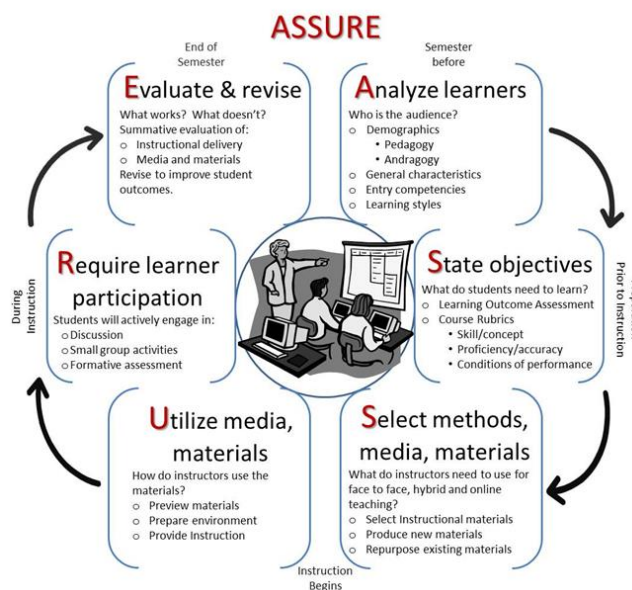


Figure 2. ASSURE Learning Model

The model ASSURE learning model has several stages that need to be done. The first stage is analyzing student needs by identifying and analyzing student characteristics related to learning objectives. Second, setting learning objectives that are relevant to the needs of students, schools, and society. Third, selecting methods, media, and materials determined by the needs analysis with learning objectives. Fourth, using the media and materials that have been determined. Fifth, direct student involvement in learning Sixth, evaluation and revision of learning media (Muzakki et al. 2021).

"The application of the ASSURE model in learning is in accordance with Islamic Religious Education materials in elementary schools, one of which is material in grade 2 semester 1 where the material taught is related to Clean, Healthy and Caring for the environment. environment. In its application, I as an Islamic Education teacher direct students to be able to manage and utilize and recycle waste. Also teach students to familiarize themselves with purification and get used to living clean. The way the material is delivered can be through practice and also using the LCD."



Figure 3. Students' handicrafts

According to the PAI teacher, the ASSURE learning model has comprehensive learning objectives and directly involves students in learning from the initial stage to the last stage. SD Negeri Jerukagung 1 in learning media is selected based on the analysis of student needs and goals. With thus the learning media does not keep changing according to the analysis of students' needs that has been done.

Environmental Education (EE)

The objectives of EE for students are awareness, knowledge, attitude, skills, and participation (Indahri 2020). To further shape students' attitudes, EE is expected to help students become more aware and knowledgeable of the environment (Wihardjo and Rahmayanti 2021). Students will acquire the necessary abilities and skills to actively contribute to the solution of environmental challenges as a result of this understanding. The following is an explanation of EE for students: 1. Awareness

Students will benefit from this by

becoming more aware of the world and its problems, become more adept at recognizing and distinguishing stimuli, and develop the capacity to expand, edit, and improve their opinions in a variety of situations (Indahri 2020).

2. Knowledge

The aim is to provide students with a fundamental understanding of how the environment works, how people interact with it, how problems develop related to it, and how to fix them ((Ngadiyono and Abdullah 2022).

3. Attitude

Students will benefit from developing a set of values as well as sentiments of motivation, care, and dedication to the environment (Rezkita and Wardani 2018).

4. Skills

Assist students in acquiring the knowledge and skills necessary to recognize, explore, and contribute to the solution of environment (Sukmawijaya 2019).

5. Participation

Participation aims to equip students with experience applying newly acquired information and decision-making decision- making ability to carry out constructive activities that result in the resolution of environmental solving environmental problems (Laksana 2017).

Based on the description above, it shows that environmental education for students aims to change students' attitudes and characters to care more about the surrounding environment. This is in line with (Nurzaelani, 2017), which states that environmental education to change behavior with learning to maintain the environment in accordance with problem-based learning. With hope that learning can be effective. In addition, educators also have a very important role in the success of environmental education both at home and abroad school and community environment (Kholis and Karimah 2017). Every educational process in schools seeks to strengthen students' fundamental abilities by encouraging the participation and adaptation of both parents and students in all changes. As a result, an adiwiyata school depends on the interests and talents of its students in addition to their cognitive abilities towards the environment.

CONCLUSION

In the context of integration between Islamic Religious Education (PAI) and the Adiwiyata School curriculum, this approach combine Islamic religious values with environmental learning objectives. The emphasis on environmental learning for students aims to increase awareness, knowledge, attitudes, skills, and participation in environmental issues. Environmental education is directed to change the attitude and character of students to be more concerned about the surrounding environment. Adiwiyata schools, such as SD Negeri Jerukagung 1, apply the ASSURE learning model which is used to teach integrating technology and environment-based learning. The integration includes linking PAI materials with environmental learning, using supportive learning media, as well as intracurricular, co-curricular, extracurricular, and noncurricular activities that combine religious aspects with environmental understanding. Students about the environment.

Thus, the integration of PAI with the Adiwiyata School curriculum at SD Negeri Jerukagung 1 provides opportunities for students to acquire holistic knowledge, skills, and attitudes related to the environment, in line with Islamic religious values. Through this approach, students are empowered to become agents of change who are caring, responsible, and aware of the preservation of the surrounding environment, in accordance with the teachings of Islam which teaches the importance of protecting nature as a mandate from Allah SWT.

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