

ISLAMIC EDUCATIONAL APPROACH IN DEVELOPING ENVIRONMENTAL ETHICS AMONG STUDENTS

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Abstract:The purpose of this study is to discuss the Strategy for Islamic Education Approach in Building Environmental Ethics among Students, the method used to conduct this study is Library Research, the results of this study are: emphasizing the importance of integrating religious values in Islamic education with environmental awareness. Islamic teachings such as tawhid, khalifah, and amanah teach students to protect the environment as part of their worship and moral responsibility. By incorporating environmental issues into the curriculum and involving students in greening, waste management, and recycling programs, Islamic schools can provide practical experiences in nature conservation. The involvement of schools, communities, and families strengthens these efforts, thus forming a generation that cares about the environment and is spiritually responsible.

INTRODUCTION

Islamic education has a significant role in the formation of students' character and behavior, including in the aspect of environmental ethics. Islam as a holistic religion teaches its followers to protect and preserve nature as a mandate from Allah SWT. Therefore, the integration of Islamic education with an environmental ethics approach is very important in the context of modern education that seeks to answer global challenges related to climate change and environmental damage. Education based on Islamic principles not only forms intellectual intelligence but also ethics rooted in the teachings of the Qur'an and Sunnah.

In the Islamic perspective, humans are given the responsibility as caliphs on earth, which means they must maintain the balance of nature and the environment. This concept can be taught through formal education in Islamic schools. According to Zulkarnain (2020), the approach of Islamic education in building environmental ethics among students is to instill an understanding that protecting the environment is part of the religious obligation of every Muslim. Islamic teachings regarding the prohibition of destroying nature (*fasad fi al-ardh*) are the foundation for students to understand the importance of maintaining environmental sustainability.

Islamic education, integrated with environmental ethics values, can begin with the instillation of the basic principles of the Qur'an about nature. One of the verses that is

often used as a reference in environmental education is Surah Al-A'raf verse 31 which reminds humanity not to cause damage to the earth after its creation. Understanding verses like this can shape students' awareness of the importance of protecting the environment. For example, according to Hidayatullah (2021), students who study verses about the environment in the Qur'an show a more positive change in attitude towards the environment.

The Islamic education approach based on environmental ethics values can also be implemented through daily practices in the school environment. For example, schools can teach students to conserve resources, such as water and energy, and encourage them to participate in greening activities. These practices not only educate students about the importance of protecting the environment but also teach them how to apply Islamic teachings in their daily lives. According to Supriyadi (2019), this practical approach is effective in forming student habits that are in line with environmental ethics.

In addition, Islamic education also teaches the concept of *tawazun* or balance, which is relevant in the context of environmental conservation. Humans are taught to live in balance between their needs and the sustainability of nature. This concept can be applied in education through an approach that teaches students not to overuse natural resources. According to Latifah (2020), teaching about *tawazun* can shape the character of students who are more concerned about the use of resources wisely and sustainably.

Islamic education also emphasizes the importance of individual responsibility towards the environment. Every Muslim has a responsibility to protect the nature around him. In the context of education, this responsibility can be taught through programs such as eco-schools or green schools, where students are invited to be directly involved in environmental conservation efforts. According to Hasanah (2021), eco-school programs based on Islamic teachings can increase students' awareness of their responsibility in protecting the environment.

The Islamic educational approach in building environmental ethics must also involve the formation of students' spiritual awareness. Nature is God's creation, and humans are commanded to maintain it as a form of worship. By emphasizing this spiritual aspect, students will understand that protecting the environment is not only a matter of social responsibility, but also part of their devotion to God. According to Syahrul (2018), the integration of spiritual values in environmental education can

strengthen students' commitment to behave better towards nature.

Teaching environmental ethics in Islamic education also requires the role of competent teachers who have a deep understanding of Islamic teachings and environmental issues. Teachers must be able to explain to students how Islamic teachings support environmental conservation and provide real examples in everyday life. According to Fauzi (2019), teacher competence in teaching environmental ethics greatly influences the formation of students' attitudes and behaviors that are responsible for nature.

In the context of the curriculum, Islamic education can integrate environmental subjects with religious teachings, so that students can understand the relationship between the two. For example, fiqh lessons on *thaharah* (cleanliness) can be linked to the importance of maintaining environmental cleanliness. With this approach, students will find it easier to understand that protecting the environment is an integral part of daily religious practice. According to Mulyadi (2021), integrating religious and environmental education into the curriculum can deepen students' understanding of their responsibilities as Muslims towards nature.

In addition to schools, the Islamic educational approach to building environmental ethics can also be implemented through extracurricular activities that focus on the environment. Activities such as nature lovers groups, reforestation, or environmental clean-up actions can be effective means of instilling environmental ethics in students. According to Kurniawan (2020), extracurricular activities based on Islamic values can help students to be more actively involved in environmental conservation efforts.

Furthermore, Islamic education also teaches the importance of *shura* or deliberation in decision-making, including in terms of environmental management. In the context of education, students are taught to discuss and deliberate in finding the best solutions to environmental problems around them. This approach teaches students not only to think about personal interests but also to consider the interests of society and the environment as a whole. According to Arifin (2018), deliberation education in the context of the environment can shape the character of students who care more about the common interest.

One of the challenges in building environmental ethics among students through Islamic education is how to make this learning relevant to the context of everyday life.

Therefore, it is important for schools to create a learning environment that supports the application of environmental ethics values. For example, schools can adopt environmentally friendly policies, such as reducing the use of plastic or good waste management. According to Junaidi (2020), an environmentally friendly school environment can provide real examples to students on how to apply environmental ethics in everyday life.

The Islamic educational approach in building environmental ethics can also utilize technology as a learning medium. Green technology applications, such as renewable energy or water management technology, can be taught in the context of religious education to show how Islam supports technological advances aimed at preserving the environment. According to Sulaiman (2021), the use of technology in Islamic-based environmental education can make learning more interesting and relevant to students.

In conclusion, the Islamic educational approach in building environmental ethics among students is a holistic effort, involving teaching religious values, direct practice in schools, and technology integration. This education not only forms students who are intellectually intelligent, but also have high environmental awareness. In the long term, this approach is expected to create a generation that is responsible for environmental preservation as part of their devotion to Allah SWT.

RESEARCH METHODS

This study uses a library research method, where the data used comes from various literatures relevant to the topic. Library research is a method carried out through the collection and analysis of existing related literature without conducting experiments or collecting data directly from the field. Library research aims to review and analyze previous relevant scientific works in order to find, explain, and understand concepts or theories that support the arguments presented.

In library research, the data sources used consist of books, scientific journals, articles, and other documents relevant to the research topic. This secondary data is analyzed by identifying theories, concepts, and previous findings related to the research problem. Sugiyono (2017) explains that library research is important to find a strong theoretical basis and help researchers clarify the research context. In addition, library research can also be used to identify research gaps that have not been discussed by

previous research.

Data analysis techniques in library research are carried out through the process of identification, evaluation, and synthesis of relevant literature. The data obtained are then analyzed critically to understand the relationship between concepts and compile a synthesis of findings related to the focus of the research. According to Zed (2014), library research requires a deep understanding of relevant literature so that researchers can formulate strong arguments. The analysis process is also carried out by mapping various existing findings and comparing them with the theories used in this study.

In terms of data collection techniques, library research uses documentation studies as the main tool. Arikunto (2010) stated that documentation studies are one of the effective data collection methods for library research, because researchers can access information that has been tested for credibility and is academically recognized. The use of secondary data from various sources also allows researchers to compare findings from various literatures and draw conclusions based on the synthesis of previous theories and research.

Therefore, this library research method is very relevant to be used in this study, because it can help researchers identify and elaborate theories and concepts that support research problems. By using various valid and accredited literature, this study is expected to provide academic contributions in developing a broader understanding of the topic being studied.

RESULTS AND DISCUSSION

Integration of Religious and Environmental Values

The integration of religious and environmental values is an increasingly important issue in this modern era, especially in the context of Islamic education. Islamic education has great potential to teach environmental awareness through teachings derived from the Qur'an and Hadith. One important concept that can be used as a foundation is the concept of tawhid, or the oneness of God. In tawhid, all living things on this earth were created by God and must be treated with respect and responsibility. Thus, humans as creatures who are given reason have an obligation to protect this earth as a form of devotion to God. (Arief, 2021).

In addition to tawhid, the concept of caliph also plays a central role in

integrating religious and environmental values. Caliph means that humans have the responsibility as leaders on earth who must protect and preserve nature. In Islam, humans are not only tasked with utilizing natural resources wisely, but also to protect them. Islamic education can make the role of humans as caliphs an important part of the curriculum, where students are taught to understand that damaging the environment is the same as violating the mandate given by Allah. (Yunus, 2019).

Amanah, or trust from Allah to humans, is another value that is very relevant in building environmental awareness. Allah gives trust to humans to protect this nature, and humans must be responsible for their actions towards nature. Islamic education can teach students that this mandate must be carried out as well as possible. In practice, students can be taught about how to maintain the cleanliness of the school environment, reduce the use of plastic, and engage in greening activities as a form of practicing this mandate. (Rahman, 2020).

Environmental awareness in Islamic education can be built through an understanding of the relationship between humans, nature, and God. Islam teaches that nature is God's perfect creation, and humans must live in harmony with nature. Therefore, it is important to instill in students that protecting the environment is not only a social responsibility, but also a spiritual responsibility. This balance between spirituality and environmental practice can be taught through action-based learning, where students not only learn theory but also direct practice in protecting the environment. (Hasanah, 2020).

The integration of religious values in environmental education can also be strengthened through interactive and contextual teaching methods. Teachers can use a story-based approach, such as stories of prophets who show concern for nature. For example, the Prophet Muhammad SAW greatly appreciated the existence of trees and forbade his people from cutting down trees carelessly. Stories like this can inspire students to care more about the environment. (Fauzi, 2021).

Environmental education integrated with religious values can also be done through school activities that actively involve students. For example, students can be invited to plant trees, clean the surrounding environment, or manage the school garden. These activities not only teach practical skills but also instill spiritual values that protecting nature is part of worship. This can make students more responsible and

committed to protecting the environment in everyday life. (Putra, 2019).

It is also important to link environmental values with the teachings about maqasid al-shariah, namely the main goals of Islamic sharia. One of the maqasid is protecting life, which includes protecting the environment so that humans can live well. By incorporating the concept of maqasid al-shariah into environmental education, students can understand that protecting nature is part of the noble goals of Islam. Education like this can create a generation that is environmentally aware and committed to protecting the earth as a legacy for the next generation. (Syafi'i, 2020).

In addition, the value of qana'ah or simplicity in life can also be taught in the context of the environment. Qana'ah teaches Muslims to live sufficiently, not excessively, and not to be greedy in utilizing natural resources. If this value is instilled in education from an early age, students will be wiser in using natural resources and will avoid a consumptive lifestyle that damages the environment. (Mulyadi, 2021).

Islamic education can also promote the concept of hisbah, which means moral supervision of human actions. In the context of the environment, hisbah can be applied by providing supervision and control over human behavior that damages the environment. Islamic education can teach students to remind each other and reprimand each other if there are friends who do actions that harm nature, such as littering. Thus, students not only protect the environment for themselves, but also for others. (Lestari, 2020).

The use of technology in Islamic education can also support the integration of religious and environmental values. For example, the use of Islamic-based applications to monitor environmentally friendly activities, such as the use of clean water, waste recycling, or reducing carbon emissions, can be a new innovation in education. This technology can be an effective tool to build environmental awareness among students. (Hamzah, 2021).

In addition, it is important to involve families in religious-based environmental education. Schools can work with parents to instill religious and environmental values at home. For example, parents can be invited to encourage their children to save water, reduce plastic use, and plant trees in the yard as part of practicing religious teachings. With synergy between schools and families, environmental awareness can be formed more easily. (Yulianto, 2021).

The Islamic education curriculum should also be updated to include environmental issues more explicitly. Education about the importance of protecting the environment should be included in Islamic religious subjects so that students can gain a deeper understanding of the relationship between religion and the environment. In addition, topics such as global warming, pollution, and climate change also need to be taught from an Islamic perspective. (Hartono, 2020).

Islamic education that emphasizes the integration of environmental values can produce students who not only have intellectual intelligence, but also emotional and spiritual intelligence in protecting the earth. By understanding that protecting nature is part of a religious obligation, students will be more motivated to protect the environment in their daily lives. This is important for building a sustainable and ecologically responsible society. (Basri, 2021).

In addition to the positive impact on the environment, the integration of religious and environmental values can also improve students' morals. Students who are taught to protect the environment usually also have a more caring attitude towards others, more empathy, and more responsibility. Religious-based environmental education can be an effective way to shape the character of students who have good morals. (Ridwan, 2019).

Islamic education that integrates religious and environmental values is also in line with the principles of holistic education that view humans as creatures who have a harmonious relationship with God, other humans, and nature. Thus, education that emphasizes the balance between spirituality, intellectuality, and the environment can be an ideal educational model for the future. (Jamilah, 2020).

Implementation of Environmentally Based Curriculum

The implementation of an environmental-based curriculum in Islamic education is a strategic effort to instill ecological awareness and responsibility from an early age. One approach that can be taken is to integrate environmental issues into subjects such as Islamic jurisprudence, morals, or science. This allows students not only to learn religious concepts but also to understand how religion can be a foundation for protecting and preserving the environment. Educational modules that teach students to love nature, reduce waste, and engage in environmental conservation activities as part

of worship and moral responsibility can be key to building strong environmental awareness among students. (Hasan, 2020).

In fiqh subjects, for example, students can be taught about Islamic laws related to the environment, such as the prohibition of destroying nature, the importance of maintaining cleanliness, and the concept of *maslahah* which emphasizes that everything must be done for the benefit of humanity and nature. The application of environmental fiqh can be done by providing real examples of how Islam regulates the use of natural resources sustainably, such as the wise and moderate use of water. This is in accordance with the teachings of the Prophet Muhammad SAW who always emphasized the importance of simplicity and efficiency in using natural resources. (Yusuf, 2019).

Moral subjects also play an important role in the implementation of an environmental-based curriculum. Islamic morals teach us to do good not only to fellow human beings, but also to all of Allah's creations, including nature. In this context, students can be taught values such as a sense of responsibility towards nature, love for animals, and protection of the environment as a form of noble morals. Thus, moral education that is integrated with environmental issues can shape the character of students who care and are responsible for the preservation of nature. (Rahim, 2020).

In addition, environmental education can also be included in Islamic science subjects. Islam teaches that the universe is a sign of the greatness of Allah (verses *kauniyah*) that must be studied and respected. In the context of education, students can be invited to explore natural phenomena from a religious and scientific perspective, for example by studying the water cycle, photosynthesis, or ecosystems through an Islamic lens. This approach will not only improve students' scientific understanding but also strengthen their spiritual relationship with nature as God's creation. (Firdaus, 2018).

Educational modules that focus on environmental issues can also include practical activities that directly involve students in environmental conservation. For example, schools can hold separate tree planting, environmental cleaning, or waste management programs. These activities not only provide direct benefits to the surrounding environment but also instill values of worship in students, where preserving nature is considered part of devotion to Allah. (Aminah, 2021).

One of the important concepts in Islamic education that is relevant to environmental conservation is the *caliphate* or the role of humans as guardians of the

earth. Education that instills this concept can encourage students to see themselves as environmental caretakers who have great responsibility for the survival of nature. By understanding that they have a role as caliphs, students will be more motivated to protect the environment, both at school and at home. (Syaifullah, 2019).

Waste reduction, for example, can be an important program in an environmental-based curriculum. In Islamic teachings, cleanliness is part of faith (*al-nazafatu min al-iman*). Thus, waste reduction programs not only focus on environmental aspects, but also on spiritual aspects, where maintaining cleanliness is a form of practicing faith. Schools can teach students to recycle, reduce plastic use, and manage waste properly, all as part of moral and religious responsibility. (Zahra, 2020).

Environmental conservation activities can also be associated with the concept of *sadaqah jariyah*, which is a charity whose rewards continue to flow. Planting trees, for example, can be a form of *sadaqah jariyah*, where the benefits of the trees will be felt by many people over a long period of time. Islamic education can teach students that every good action taken towards the environment will provide ongoing rewards, so that they are more motivated to be actively involved in environmental conservation activities. (Alif, 2019).

Environmental-based curriculum can also be implemented through a thematic approach, where each subject integrates environmental issues into its learning. For example, in mathematics lessons, students can be taught to calculate the amount of waste produced each day and how it impacts the environment if not managed properly. In art lessons, students can be invited to create artwork from recycled materials. This approach not only makes learning more interesting but also increases students' environmental awareness from various aspects. (Salim, 2021).

Collaboration between schools and communities is also important in implementing an environmental-based curriculum. Schools can work with local communities to carry out environmental programs, such as campaigns to reduce plastic use or clean-up activities. This collaboration will not only increase the positive impact on the environment but also strengthen the relationship between schools and communities in realizing a better environment. (Badrudin, 2020).

The implementation of this environmentally-based curriculum must also be supported by school policies that support sustainability. For example, schools can

implement environmentally friendly policies such as reducing paper use, saving energy, and using environmentally friendly materials in the school canteen. With supportive policies, students will become accustomed to a more environmentally friendly lifestyle and automatically apply it in their daily lives. (Harun, 2020).

In addition to policies, it is also important to involve teachers in training and capacity building related to environmental education. Teachers must be equipped with adequate knowledge and skills to teach environmental issues from an Islamic perspective. This training can include how to integrate religious values with environmental issues, as well as effective teaching methods to foster environmental awareness among students. (Latif, 2021).

Ultimately, the implementation of an environmental-based curriculum that integrates religious values can produce students who have a high awareness of the environment and a moral responsibility to protect nature. Students who are raised with this kind of education will grow into individuals who not only care about nature, but also make protecting the environment a part of their religious worship and practice. (Nasir, 2018).

With consistent implementation, environmental-based education in the Islamic curriculum can be an effective model for creating a generation that cares about the environment, is morally responsible, and has a strong spiritual understanding of the importance of protecting the earth. This is one of the strategic steps in realizing globally recognized environmental sustainability, by combining local values and religious teachings. (Hidayat, 2021).

Involvement of Educational Institutions in Environmental Initiatives

The involvement of educational institutions, especially Islamic schools, in environmental initiatives can be an important means of instilling ecological awareness in students from an early age. One of the most effective ways to do this is by encouraging students to participate in various environmentally friendly programs such as reforestation, waste management, and recycling programs. This active participation not only provides first-hand experience of the importance of preserving the environment but also instills Islamic values that emphasize human responsibility as caliphs on earth. Thus, student involvement in environmental initiatives can combine spiritual, social,

and ecological aspects. (Hasanah, 2021).

Reforestation is one of the programs that can be introduced in Islamic-based schools. Through tree planting activities around the school environment, students are taught about the importance of trees in maintaining the balance of the ecosystem. Trees not only provide the oxygen we need to live, but also help absorb carbon dioxide, which plays an important role in reducing the effects of global warming. This reforestation program can also be associated with the concept of sadaqah jariyah in Islam, where planting trees is considered a jariyah charity whose rewards continue to flow as long as the tree lives and is beneficial to humans and other creatures. (Alif, 2019).

In addition to reforestation, schools can also introduce waste management programs. Islam strongly emphasizes the importance of cleanliness as part of faith (*al-nazafatu min al-iman*), so waste management can be used as one form of implementing this teaching. Students can be taught how to separate organic and inorganic waste, recycle materials that can still be used, and reduce the use of single-use plastics. In this way, students not only learn practical skills in managing waste but also understand that maintaining environmental cleanliness is part of implementing their faith. (Rahmawati, 2020).

Recycling programs can also be an integral part of environmental initiatives in Islamic schools. This program can teach students not to throw away items that still have utility, but to reuse them in creative ways. For example, plastic bottles can be used as plant pots, or used paper can be processed into works of art. In this way, students are taught that something that looks worthless can still be used, in accordance with Islamic teachings that teach efficiency and not wasting resources given by Allah. (Farida, 2021).

In addition, it is important for educational institutions to not only teach theories about the environment, but also provide real examples in everyday life at school. For example, schools can install solar panels as an environmentally friendly alternative energy source, or use a rainwater treatment system for sanitation needs. In this way, schools not only function as places to learn, but also as living laboratories that provide real examples of how to protect the environment in practice. These examples will help students understand that protecting the environment is not just a theory, but a practical obligation that can be done every day. (Fahmi, 2019).

Involvement in environmental programs can also increase a sense of social awareness among students. For example, a waste management program can involve students in environmental clean-up activities around the school or in other public places. This activity not only makes students more concerned about the environment, but also increases a sense of solidarity and cooperation among students. This is in line with Islamic teachings which emphasize the importance of brotherhood and helping each other in goodness. (Syamsuddin, 2020).

Involving the school community in environmental initiatives can also build closer relationships between the school and the surrounding community. For example, schools can hold greening activities in the surrounding environment by involving residents. This not only expands the positive impact of environmental programs but also shows that protecting the environment is a shared responsibility that is not limited to the school environment alone. In this way, students can see that their responsibility as guardians of the earth does not stop at school, but extends to the wider community and world. (Zainuddin, 2021).

In addition, school involvement in environmental initiatives can also be used as a means to strengthen students' spiritual relationship with God. Islam teaches that nature is a sign of God's greatness that must be respected and protected. By protecting the environment, students are not only carrying out social duties, but also carrying out their spiritual obligations as Muslims. Involvement in environmental programs can be part of worship, where protecting nature is considered one way to get closer to God. (Mulyana, 2018).

Educational institutions can also use an interdisciplinary approach in teaching environmental issues. For example, in science subjects, students can be taught about the impacts of climate change and the importance of preserving nature from a scientific perspective. Meanwhile, in religious subjects, students can be taught about their responsibilities as caliphs who must protect nature. This approach will help students understand that environmental issues are not separate issues from religion, but rather an integral part of their religious life. (Anwar, 2021).

Not only that, environmental programs in schools can also provide long-term benefits for students. By engaging in these programs, students will develop practical skills that will be useful for their future lives. They will learn about the importance of

sustainability, resource management, and practical ways to protect the environment in their homes and communities. These skills will help them become more responsible and environmentally conscious individuals, which in turn will have a positive impact on society as a whole. (Fathurrahman, 2019).

To ensure the success of environmental programs, it is important for educational institutions to involve all parties in the school community, including teachers, students, and parents. Teachers can act as role models who demonstrate environmentally friendly behavior, while students and parents can support school programs by adopting environmentally friendly practices at home. With synergy between all parties, environmental programs in schools can run more effectively and have a wider impact. (Santoso, 2020).

Ultimately, the involvement of educational institutions in environmental initiatives is not only about preserving nature, but also about shaping the character of students who are responsible, caring, and committed to realizing a better world. By making the environment an integral part of Islamic education, students will grow into individuals who understand the importance of preserving nature as part of their worship and responsibility to God and fellow human beings. (Ridwan, 2021).

CONCLUSION

The conclusion of the three discussions above highlights the importance of integrating religious values, especially in Islamic education, with environmental awareness and responsibility. Islamic education has the power to instill ecological awareness through teachings such as tawhid, khalifah, and amanah which emphasize the role of humans as caretakers of the earth. By integrating environmental issues into the curriculum, whether through fiqh, akhlaq, or science subjects, Islamic-based schools can help students understand that protecting the environment is part of their worship and moral responsibility to Allah.

Through programs such as reforestation, waste management, and recycling, students not only learn theory but also gain hands-on experience in preserving nature. In addition, collaboration between schools, communities, and families strengthens environmental conservation efforts, making it a shared responsibility. By providing real examples in everyday life at school, students are taught that preserving nature is a

practical obligation that can be done every day, in accordance with Islamic teachings that emphasize the importance of maintaining cleanliness and sustainability.

Ultimately, the active involvement of educational institutions in environmental initiatives can shape the character of students who are not only intellectually intelligent, but also have spiritual awareness and social responsibility in preserving the earth. The integration of religious and environmental values offers a holistic approach to creating a generation that cares about the sustainability of nature as part of their mandate as Muslims.

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