

GREENING THE ISLAMIC BOARDING SCHOOL: THE ROLE OF ECOTHEOLOGY IN BUILDING SUSTAINABLE ENVIRONMENTAL AWARENESS AMONG STUDENTS AT ISLAMIC BOARDING SCHOOLS

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ABSTRAK

Degradasi lingkungan merupakan tantangan global yang memerlukan solusi dari berbagai perspektif, termasuk agama. Pesantren Islam, sebagai lembaga pendidikan Islam, memiliki potensi besar untuk menanamkan nilai-nilai lingkungan berbasis agama (ekoteologi). Namun, belum banyak penelitian yang mendalam mengkaji bagaimana nilai-nilai ekoteologi ini diinternalisasi dan diimplementasikan menjadi tindakan konkret dalam membentuk karakter berkelanjutan siswa. Tujuan penelitian ini adalah menganalisis strategi Pesantren Al-Amien Prenduan dalam menumbuhkan kesadaran ekologis berkelanjutan di kalangan siswa. Untuk memahami interaksi sosial siswa dalam membangun karakter yang sadar lingkungan di Pesantren Al-Amien Prenduan dan menganalisis peluang serta tantangan Pesantren Al-Amien dalam membangun karakter yang sadar lingkungan berdasarkan ekoteologi. Penelitian ini menggunakan pendekatan kualitatif dengan tipe studi kasus. Data dikumpulkan melalui observasi partisipatif, wawancara mendalam dengan pengasuh pesantren (kiai), ustadz/ustadzah, administrator, dan santri, serta studi dokumentasi. Data dianalisis secara interaktif melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa strategi Pesantren Al-Amien Prenduan dalam menumbuhkan kesadaran ekologis berkelanjutan di kalangan siswa dilakukan melalui kurikulum pesantren, pemanfaatan kegiatan ekstrakurikuler, dan pengembangan kewirausahaan pesantren. Interaksi sosial siswa dalam membangun kesadaran lingkungan di Pesantren Al-Amien Prenduan dengan pendekatan pendidikan inovatif dan terintegrasi akan berkontribusi secara signifikan dalam upaya menciptakan generasi yang tidak hanya cerdas secara akademis tetapi juga sangat peduli terhadap lingkungan dan lingkungannya. Peluang muncul dari sinergi antara pendidikan karakter, nilai-nilai agama, dan kesadaran lingkungan di kalangan siswa, serta tantangan yang dihadapi oleh Pesantren Al-Amien Prenduan akibat ketidakkonsistenan dalam pengajaran dan implementasi nilai-nilai yang diharapkan oleh guru bagi siswa.

Kata kunci: Ekoteologi, Interaksi Sosial, Karakter, Lingkungan, Pesantren.

ABSTRACT

Environmental degradation is a global challenge that requires solutions from various perspectives, including religion. Islamic boarding schools, as Islamic educational institutions, have great potential to instill religious-based environmental values (ecotheology). However, there has not been much research that deeply examines how these ecotheological values are internalized and translated into concrete actions in shaping the sustainable character of students. The purpose of this study is to analyze the strategies of Al-Amien Prenduan Islamic boarding school in fostering sustainable ecological awareness among students. To understand the social interactions of students in building environmentally conscious character at Al-Amien Prenduan Islamic Boarding School and to analyze the opportunities and challenges of Al-Amien Islamic Boarding School in building eco-theology-based environmentally conscious character. This research uses a qualitative approach with a case study type. Data were collected through participatory observation, in-depth interviews with pesantren caregivers (kiai), ustadz/ustadzah, administrators, and santri, as well as documentation studies. The data were analyzed interactively through the stages of data reduction, data presentation, and conclusion drawing. The results of this study indicate that Al-Amien Prenduan Islamic Boarding School's strategy in fostering sustainable ecological awareness among students is through the boarding school curriculum, the

utilization of extracurricular activities, and the development of boarding school entrepreneurship. The social interaction of students in building environmental awareness at the Al-Amien Prenduan Islamic boarding school with an innovative and integrated educational approach will contribute significantly to efforts to create a generation that is not only academically intelligent but also highly concerned about the environment and its surroundings. Opportunities arise from the synergy between character education, religious values, and environmental awareness among students and the challenges faced by Al-Amien Prenduan Islamic Boarding School due to inconsistencies in the teaching and implementation of the values expected by teachers for students.

Keywords: Eco-theology, Social Interaction, Character, Environment, Islamic Boarding School.

INTRODUCTION

Islamic boarding schools, as institutions of Islamic education, have a rich tradition and deep values in teaching religious knowledge while also building the character and positive behaviors of students (Syafe'i, 2017). In the current context, where environmental challenges are increasingly prevalent, an innovative approach to education is needed to develop ecological awareness among the younger generation, especially students (Maulida *et al.*, 2024). The concept of ecotheology can serve as a bridge that integrates religious principles and environmental values, creating awareness of the importance of preserving nature as part of worshipping Allah SWT. (Aulia *et al.*, 2024).

Many studies have been conducted focusing on character education in Islamic boarding schools and the application of Islamic values in the context of society. However, research on how eco-theology can be integrated into character education in Islamic boarding schools is still limited. Existing researches focus on the origins of moral values in Islamic education, without examining in depth how ecological principles can enrich the character-building process.

Furthermore, the application of the eco-pesantren concept as a sustainable and environmentally friendly education model among santri has not been widely elaborated. Research such as that conducted

at Dayah Terpadu Inshafuddin shows that although there is awareness of the importance of the environment, the supporting structures and curriculum are still ineffective (Maulida *et al.*, 2024). This creates an urgent need for research that examines the role of eco-theology in learning at Islamic boarding schools with a more comprehensive and integrated approach.

Several studies have described the dimensions of character built in Islamic boarding schools. For example, Syafe'i's research emphasizes the importance of character building in Islamic boarding schools in relation to tradition and sustainability. Qadariyah's research also shows how values derived from classical Islamic texts or turats play a role in the character of santri, which is not only limited to spiritual aspects but also social and environmental aspects (Qadariyah & Sarkawi, 2024). In addition, Cathrin *et al.*'s research focuses on the contribution of education in Islamic boarding schools to character development and how these institutions support the personalities of santri (Cathrin *et al.*, 2021).

However, in the context of "Greening" or the integration of environmental values, existing research is still very limited. For example, research by Maulida *et al.* provides an initial overview of the implementation of the eco-pesantren concept in several

institutions (Maulida *et al.*, 2024), but there has been no in-depth study exploring the specific application of ecotheology at the Al-Amien Prenduan Islamic Boarding School. In addition, the unique characteristics of Islamic boarding schools in the local context, such as the application of cultural and social norms, must be considered when developing educational programs that reflect today's environmental awareness.

As novelty, this study analyzes how eco-theology and existing pesantren curriculum can be integrated, and how environmental awareness character can be built among santri with an Islamic values-based approach. By utilizing the resources available in pesantren, including leaders (*kiai*) and established learning traditions, this study is expected to not only create a pro-environmental character education model but also change the mindset and behavior of santri.

Through this integrative approach, it is hoped that students will not only become individuals who understand and appreciate the environment but will also become *agents* of change in society, contributing to environmental conservation efforts in the wider community (Maulida *et al.*, 2024). Thus, this study focuses on re-orienting character education in Islamic boarding schools to educate students about their ecological responsibilities as part of the spiritual and social practices developed during their time at the boarding school.

By exploring the potential of integrating eco-theological values into character education at Al-Amien Prenduan Islamic Boarding School, this study aims to make a significant contribution to the development of environmentally conscious

character building among students. This is a strategic step towards forming a generation that is not only religious, but also committed to ecological justice and environmental sustainability.

RESEARCH METHODS

This study uses a qualitative approach using a case study research, in order to understand phenomena in depth and holistically in the natural context of the Al-Amien Prenduan Islamic Boarding School (Khilmiyah, 2016). This research is an intrinsic case study, which focuses on a deep understanding of the role of eco-theology in building environmental awareness at the Al-Amien Prenduan Islamic boarding school, rather than making generalizations. This case study was chosen because it allows researchers to explore the complex interactions between theological values (eco-theology), educational practices, and character building in a unique community (Kusumastuti & Khoiron, 2019).

This study uses two types of data, i.e., primary data and secondary data. Primary data are data that researchers explore and analyze through observation, interviews, and documentation. Secondary data are supporting data in analyzing the role of eco-theology in shaping environmental awareness among Islamic boarding school students through books, journal articles, and other supporting documents (armalaksana, 2020).

The data collection techniques used are Participatory Observation: Researchers will be involved in the daily activities of the pesantren to observe directly. In-depth Interviews: Conducted in a semi-structured manner with key informants. Documentation: This technique is used to

collect and analyze secondary data. Document analysis would help trace the sources of eco-theological values, pesantren policies, and environmental program developments over time (Kusumastuti & Khoiron, 2019).

The collected data was analyzed using Miles and Huberman's interactive analysis model, which includes three simultaneous activities through Data Reduction: the process of selecting, focusing, simplifying, and abstracting raw data obtained from the field. Data that is not relevant to the research focus will be selected, while important data will be summarized and categorized. Data Presentation: Presenting a collection of organized information to facilitate drawing conclusions. Data is presented in the form of matrices, tables, flowcharts, or strong descriptive narratives. For example, presenting eco-theological themes found in interviews with Kiai and the contents of classical Islamic texts. Drawing Conclusions: Drawing meaning from the data that has been presented. Initial conclusions that emerge are then re-verified during the data collection process to ensure their accuracy (Huberman & Miles, 2002).

RESULTS AND DISCUSSION

Strategy in Fostering Sustainable Ecological Awareness among Students

Al-Amien Prenduan Islamic Boarding School, as an Islamic educational institution, plays an important role in fostering sustainable ecological awareness among students. In this context, the strategies adopted by the pesantren are crucial to achieving development that is not only oriented towards spiritual and academic aspects, but also towards environmental

awareness. Therefore, this study aims to explore the strategies used by Al-Amien Islamic Boarding School in increasing sustainable ecological awareness among students.

Islamic boarding schools as Islamic educational institutions have great potential to contribute to public ecological awareness. In a study conducted by Herdiansyah *et al.*, the concept of *Eco-Pesantren* is described as a form of learning that emphasizes environmental morality and theology related to concern for the ecosystem (Herdiansyah *et al.*, 2019). This concept includes teaching Islamic values related to the environment, while actively involving students in ecological activities.

Pesantren Al-Amien implements several strategies as follows:

a. Environment-based Environmental Education

The first strategy is to incorporate environmental education into the pesantren curriculum. A curriculum based on Islamic values with an emphasis on environmental sustainability is considered effective in shaping students' understanding of the importance of protecting the environment (Putri *et al.*, 2021). This education not only teaches theory, but also direct practice, such as planting trees around the Al-Amien Prenduan Islamic boarding school and sterilizing waste by disposing of it in its proper place, separating organic and non-organic waste.

b. Involvement of Extracurricular Groups in Ecological Activities

Al-Amien Islamic Boarding School also focuses on community empowerment

through collaboration with other organizations in addressing environmental issues. In a study, it was mentioned that the involvement of all boarding school residents in improving the surrounding environment can increase social and ecological awareness (Samsu *et al.*, 2021). Community empowerment through a participatory approach can have a positive impact on the wider community.

c. **Green Entrepreneurship Development**

Environment-based entrepreneurial initiatives, including environmentally friendly business ventures, are another strategy that has been implemented. Research shows that Islamic boarding schools are capable of developing sustainable entrepreneurial potential to boost the economy and support environmental programs (Mulyati *et al.*, 2023). These initiatives involve students in business management practices that are in line with Islamic principles.

Although the strategy implemented has had a positive impact, there are challenges in its implementation. One of these is the need for adequate resources, both in terms of finances and teaching staff competence (Dewi & Wajdi, 2022). Islamic boarding schools need to continue to innovate to face these challenges by developing partnerships and bringing in relevant external resources.

Further development includes enhancing cooperation between Islamic boarding schools and environmental organizations, the government, and private sector. In this context, such collaboration can help on a broader scale in implementing

sustainable environmental policies (et al., 2018). Thus, Islamic boarding schools can serve as models for other institutions in the economy and in developing sustainable environmental awareness.

The strategy of Al-Amien Prenduan Islamic Boarding School in fostering sustainable ecological awareness among students looks promising. Through the integration of environmental education into the curriculum, community involvement, and the development of green entrepreneurship, the boarding school can create a generation that is more environmentally conscious. However, challenges in implementation remain and need to be overcome with the right support.

Social Interaction of Students in Building Environmental Awareness

Social interaction among students in building environmental awareness is an important element in the development of education in Islamic boarding schools, especially at Al-Amien Prenduan Islamic Boarding School. This study aims to explore how social interactions within the boarding school can support the formation of an environmentally conscious character among students. The emphasis on student social interactions and kiai leadership serves as an effort to implement environmental education values in the boarding school community (Kurniawan *et al.*, 2024).

The influence and construction of environmentally conscious character in Islamic boarding schools is greatly influenced by social interactions among students, boarding school administrators, and the surrounding environment. At Al-Amien Prenduan Islamic Boarding School, the spirit of solidarity instilled by the clerics has

encouraged students to empathize with one another and raise awareness of the importance of protecting the environment (Putri *et al.*, 2021). This is reinforced by data showing an increase in students' behavior that demonstrates concern for the environment, from understanding the theory to implementing it in real actions (Hamdi *et al.*, 2023).

In addition, social interactions among students play an important role in encouraging environmentally-based activities in Islamic boarding schools. Activities such as gardening and maintaining environmental cleanliness not only educate students about the importance of environmental aspects, but also provide a forum for them to collaborate and build cooperation (Nurjannah *et al.*, 2022). Through these activities, students are expected to not only understand the values of caring for the environment, but also be able to apply them in their daily lives.

The leadership of religious teachers in educating the character of students also has a significant impact on the formation of environmental awareness. Religious teachers act as role models and key drivers in applying environmental values to students, including through exemplary methods and structured habits within the pesantren environment. In this context, the active participation of santri in various programs related to the environment is very important (Hariandi *et al.*, 2023). According to the results of the study, the close interaction between kiai and santri can create an environment conducive to learning environmental conservation values (Kurniati *et al.*, 2019).

As a further effort, Al-Amien Prenduan Islamic Boarding School can implement eco-

boarding school programs that emphasize sustainable natural resource management and environmental conservation. These programs will not only shape environmentally conscious characters through practical activities, but also encourage students to become agents of change in the community (Gunawan & Alfarisi, 2023). In addition, cooperation with the government in terms of sanitation and environmental public relations can improve the quality of life in Islamic boarding schools and create a better environment.

The involvement of santri in community service programs related to the environment also needs to be strengthened. Through individuals who play an active role in this environmental mission, they will be able to disseminate knowledge and positive attitudes towards the environment to the wider community (Hidayat, 2016). Research shows that the more active involvement in environmental education programs, the higher the awareness and concern of santri towards environmental issues. Given the experiments that have been conducted, it can be seen that character education through social interaction among students and cooperation in the pesantren environment is very effective in spreading environmental awareness (Aulia *et al.*, 2020). This is based on an increase in students' understanding of the importance of maintaining environmental cleanliness, ranging from small actions such as disposing of trash in its proper place to larger, more sustainable activities.

The active involvement of santri in environmental activities requires them to work together not only with fellow santri, but also with external parties such as local

communities. Interaction between santri and the surrounding community in carrying out environmental activities will strengthen relationships and cooperation, as well as teach broader social values to santri (Hariandi et al., 2023). Through environment-based learning, these interactions lead to an increase in the students' empathy and sense of responsibility towards the community and the surrounding environment. However, despite the great potential, there are several challenges that Al-Amien Prenduan Islamic Boarding School must face in implementing environmental awareness character education programs. One of them is the bad habit of some students who are indifferent to clean and healthy living. This challenge requires the right strategy to instill discipline and encourage active participation of students in environmental activities in an interesting and educational way. In addition, there is a need to create a sustainable culture of environmental awareness within the boarding school, not only through an academic approach, but also in the daily lives of students at the boarding school (Aprily, 2019). It is important to make environmental education an integral part of every aspect of students' lives.

Applying technology to environmental education can also be considered. The use of information technology in educating students about environmental issues can increase their interest and understanding (Triyono & Mediawati, 2023). This is important to equip them with relevant skills in the digital age. In the future, expanding cooperation networks with various parties, such as government agencies and non-governmental organizations that focus on environmental issues, will greatly support

this program (Gunawan & Alfarisi, 2023). Such cooperation is expected to provide broader resource and knowledge support and access to facilities and infrastructure in character education activities.

With all these efforts and cooperation, it is hoped that Al-Amien Prenduan Islamic Boarding School can become a good example in shaping the character of students who are environmentally conscious. Strong social interaction within the boarding school community, combined with an innovative and integrated educational approach, will contribute significantly to the effort to create a generation that is not only academically intelligent, but also highly concerned about the environment and its surroundings.

Opportunities and Challenges in Building Environmentally Conscious Character based on Ecotheology

Al-Amien Islamic boarding school faces various opportunities and challenges in its efforts to build the character of environmentally conscious young people through an eco-theological approach. This approach is important given the increasing environmental issues that affect the sustainability of society, both socially and economically. Meanwhile, the character cultivated in the boarding school educational environment can make a significant contribution to the creation of a more environmentally conscious society.

One of the main opportunities for Al-Amien Islamic Boarding School is the synergy between character education and religious values inherent in the boarding school curriculum. As stated in the research by Kurniawan *et al.*, 2024 character education that includes religious rituals, such as

congregational prayers and recitation of the Qur'an, could positively affect the morality and character of students (Kurniawan *et al.*, 2024) . The research is also aligned with Badrun's findings, which show that character education plays an important role in improving the morality of the nation(Badrun, 2020) . In the Al-Amien education program, the alignment of religious values with environmental awareness can be applied as part of the curriculum and daily activities.

Islamic boarding schools also have the potential to utilize an eco-theology-based curriculum that combines religious education to build a deeper environmental awareness. The habituation method proposed by Palupi and Anggraeni (2023) emphasizes the need to integrate religious values with environmental knowledge in the classroom. This shows that by spreading religious values and environmental awareness simultaneously, santri can become more effective agents of change in society.

The challenges faced in implementing eco-theology-based character programs at Al-Amien Islamic boarding school cannot be ignored. Although there is awareness of the importance of character education, its implementation still faces obstacles. Research by Khoirinnida and Rondli shows that not all teachers have the same understanding of the concept and application of character education (Khoirinnida & Rondli, 2021). This can lead to inconsistencies in teaching and implementing the expected values. Therefore, training for teachers on how to integrate environmental and religious education is needed to overcome this challenge.

The same condition was also mentioned by Nurhediarto *et al.*, who stated that even though character education has been implemented, many students do not fully understand how these values are translated into concrete actions (Nurhediarto *et al.*, 2022). This is reflected in the lack of active involvement of students in environmentally friendly activities outside the formal learning structure. To overcome this, Islamic boarding schools need to create concrete programs that link character values with a culture of caring for the environment.

In addition, education management is also a challenge. According to Setyowati, good management in character education can support the success of the expected program(Setyowati, 2018) . The fulfillment of resources, both human and material, is very important so that character education activities can be carried out optimally. The involvement of parents and the surrounding community in supporting character education in Islamic boarding schools is also important to strengthen the community ecosystem that supports environmental awareness.

Moreover, in the current post-pandemic context, many educational institutions, including Islamic boarding schools, have undergone changes in their teaching methodologies. This is explained by Masmuji, who states that adaptation to the new environment and digital technology is crucial in developing character education in the post-COVID-19 era (Masmuji, 2021). Therefore, the Al-Amien Islamic boarding school needs to respond with innovations in teaching methods and character building that remain relevant to the conditions of society (Sutrisno *et al.*, 2023).

Challenges also arise in terms of acceptance of these changes, both from teachers and students. Budiarti emphasizes that character education is a shared responsibility and requires the participation of all elements of society (Budiarti, 2019). If Islamic boarding schools want to successfully develop environmentally conscious characters, they must involve the community in every program they run, from planning to implementation and evaluation.

Thus, the opportunities and challenges in building environmentally conscious character based on eco-theology at Al-Amien Islamic Boarding School are complex but very important. The synergy of character education, religious values, and environmental awareness can foster a generation that possesses both noble character and the ability to care for the environment. However, the challenges in implementing effective character education and good management must still be overcome to achieve this goal. Therefore, the recommendations that can be given to Islamic boarding schools are to strengthen character education programs that integrate environmental and religious values, train educators, and encourage the participation of all relevant parties. Only in this way can Islamic boarding schools play an active role in building a community that is more environmentally conscious and noble in character.

CONCLUSION

Based on the above discussions, several points are worth-noting; First, Al-Amien Prenduan Islamic Boarding School has developed an effective integrative model in fostering sustainable ecological awareness

among its students. The strategy is not only technical and operational in nature, but also based on deep religious values (ecotheology). This approach combines three main pillars: a formal curriculum that incorporates environmental values, practical habits through daily activities such as organic farming, waste recycling, and water conservation, and the indoctrination of Islamic values.

Second, the social interaction of students is an important catalyst in building environmentally conscious character. Through communal life in dormitories and group activities, these values are not only taught but also lived and reinforced collectively. The process of peer learning, social control, and community service creates a conducive environment where environmentally friendly behavior becomes a shared norm and source of pride, indirectly shaping sustainable habits (*habitus*) and character.

Third, these Islamic boarding schools face a number of opportunities and challenges. The opportunities lie in its religious authority, which makes eco-theology teachings easily accepted, as well as its solid community spirit. In addition, the global green lifestyle trend is an external driver. On the other hand, the main challenges are balancing tradition with modernization, maintaining program consistency amid the dynamics of ever-changing student management, and maintaining the intrinsic awareness of students, not just structural compliance.

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