

Islamic Education on Formation of Environmental Awareness in Pondok Pesantren Indonesia

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Abstract. This study aimed at exploring Islamic education strategy in shaping environmental awareness in Islamic Boarding School Gontor Putra, Southeast Sulawesi, Indonesia. This is a model for actualizing environmental education through environmental hygiene management based on the values of the *Qur'an* and the *Hadith*. This research was qualitative descriptive study examining the Islamic community by using an ethnographic approach. The results showed that those educational strategies were (1) conducting participatory activities, such as cleaning Friday, arrangement of garden and surrounding environment, creation of green open space, and (2) building collective awareness about the importance of environmental management through daily activities. The strategy can ultimately create students who have a sense of eco-spirituality in interacting with nature.

1. Introduction

Islamic Boarding School Gontor Putra is one of the religious institutions located in southern Konawe which concern the activity of spirituality and morality in shaping the behavior of students. One education model developed at the boarding school are education combines spirituality and environmental education. Through a model of integration between religious education and environmental education, it is expected that the relationship between humans and environment will harmonize [1–3], and can form human resources with the knowledge, attitudes, skills, motivation and commitment to participate in solving environmental problems and prevent exploitative behavior on the environment [4–5].

Islamic boarding school Gontor Putra which has spiritual teachings are expected to be able to produce students who can govern the relationship between human and environment, as well as being a catalyst for the formation of character in preserving the environment. In addition, it can produce individuals who have ecological piety in interacting with the environment.

The research on relationship between religion and environmental education to the formation of behavior has been widely conducted by many people using various perspectives. Religious and environmental education [6–7], strategy of religion in environmental education [8], religion and



conservation [9], school environment [10], and eco-spirituality [11–12]. All these studies emphasize that religious values have relevance to environmental values, so religion is regarded as an effective approach to harmonize the relationship between human and environment. Therefore, the previous related studies indicate that no research yet relate the phenomena of formation of character environmental awareness through Islamic boarding school.

2. Method

This research was a study of a community that focuses on students at Islamic boarding school Gontor Putra. To collect data, interviews and observations by using instruments were conducted [13]. The interviews were performed by interviewing the leaders of boarding school, teachers, students and residents around. During the research, the researchers interact with students by following all the activities. The process of triangulation was carried out by examining subject of research at the boarding school, learning topics in different place. Then focus group discussion was performed by involving the researchers from IAIN Kendari and Halu Oleo University to ensure the accuracy of the data. Ethnographic perspective was also conducted to analyze data obtained.

3. Results and Discussion

The combination of spiritual elements and religious themes in environmental education will provide empirical learning experience that can increase knowledge and awareness of students in managing the environment [7]. Swam [14] says that the religious movement would be able to inspire people to build harmony with nature since religious education is considered as a solution to minimize environmental damage [15–16].

Islamic boarding school Gontor Putra provides a religious approach to the students [17] and encourage them to behave well to the environment. The strategy developed by the boarding school to provide environmental awareness is to care environment. In addition, building a collective awareness of students are conducted through some activities performed in daily life, such as cleaning classrooms, cleaning the cabin environment, doing reforestation, disposing of waste and picking it up in place. Those collective activities are an effort to build community awareness of students through instilling the values of environment preservation. Then, it enhance students to become carefully discern and care for the environment. In addition, this strategy is expected to be one form of Islamic education as a node in the behavior of environmental awareness in students community.

Another strategy to foster environment awareness is the development of participatory activities carried out independently and supervised by religious leaders of boarding school. This strategy aims to habituate students in performing activities which are beneficial for them and is able to shape their personalities caring for environment. Those participatory activities are management of boarding school yard and cleaning Friday activities. These activities are expected to be able to strengthen knowledge, awareness and behavior of students community about the importance of preserving the environment. In addition, they can shape students' habit of environmentally sound. This strategy may further provide the training to establish students' wisdom to interact with the environment. Lijun and Ya [18] called it as ecological spirituality. It is the relationship between human and the environment which based on religious values [19–21]. Ecological spirituality will encourage students to have an attitude and behavior reflecting the character to preserve the environment.

To achieve the environmental education strategy requires a considerable time because the students build unity gradually and actively involved in environmental education activities. Each stage of the strategy requires commitment, consistent and high fighting spirit to build community awareness of students about the importance of maintaining and *mestarikan* environment. There are four stages conducted by religious leaders of Pesantren Gontor in building character of environmental education in students community, namely forcing the students to care on environment, familiarizing students to conduct clean-up activities, making the students be diligent to any existing program relating with preserving environment, and supervising the character formed through application of the rules since these activities can still run well. According to Oman [12] The internalization of the values can occur

to students if they are willing to accept the influence and are willing to behave in accordance with what is affected because it can support the success of a program that has been planned.

Environmental education has been introduced to the students by their leaders since they were studying at boarding school. Its' implementation is done in such simple and extracurricular activities, such as involving students to clean their learning environment, planting and caring for trees and other activities. Through this simple activity, students are introduced on the attitude of maintaining and preserving the environment from an early age, which in turn can shape the character of caring environment in community of students in the future. Involving students from the beginning is also one of the strategies developed by boarding school in producing generation that has a positive attitude towards the environment. In addition, it is expected to produce the students who have high ecological sensitivity and can contribute to a variety of environmental problems that exist in society.

Environmental education implemented by Pondok Gontor Putra is a form of education based on the values of Islam with an emphasis on the concept of man as earth hastask prosperity of the earth and do not make mischief on earth. This concept is in line with Kula [22] and schultz et al [23] stating that the relationship between man and nature in environmental management is not a relationship between conquerors and conquered, but a relationship of togetherness under obedience to God. The role of religious institutions in environmental education have also been conducted by several researchers such as Sheikh [24] in Pakistan, Almeida and Cutter [25] in India, schultz et al [23] that environmental education will be successful when they involve religious institutions, because culturally religious institutions have a charismatic religious leader and highly respected.

Various environmental education strategies that have been introduced by Islamic Boarding School Gontor Putra in implementing environmental education on students has played a very significant role in changing the perspective of students to the environment by shaking the ecological consciousness of students to get involved in the behavior and lifestyles that are environmentally friendly. In addition, environmental education strategies that have been implemented seeks to touch the cognitive, psychomotor and affective so that students might be actively involved in ecological activities in boarding school environment.

4 Conclusion

This study confirms that religious education values is the most ideal form of education and is assumed to be a very powerful force in supporting the development of environmental education. This study also proves that religious values have given some contributions to increase the capacity, knowledge, and understanding of management and environmental protection. This provides a compelling argument for increasing the role of religion in environmental education as conducted by Islamic boarding school Gontor Putra.

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