

Research Article

The Role of Character Based Islamic Education in Creating a Green School Environment

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Abstract: Character-based Islamic education plays a crucial role in shaping environmental awareness and behavior in schools. This study aims to analyze the role of character-based Islamic education in shaping environmental behavior and supporting the realization of Green Schools. The research approach uses a literature review method with *content analysis techniques*. An analysis of 17 scientific literature, consisting of books and articles from national and international journals published between 2022 and 2025, focused on the integration of Islamic values into Islamic Religious Education (ISE), the process of character internalization, and ecological practices in the school environment. The results indicate that the values of trustworthiness, responsibility, simplicity, and the concept of *khalifah fil The environment* is the main foundation for fostering students' ecological awareness. The integration of religious beliefs, morals, and Islamic jurisprudence with environmental issues can transform religious values into concrete actions through habituation and exemplary behavior by educators. Changes in student behavior are reflected in habits of maintaining cleanliness, managing waste, and sustainably caring for the school environment. Character-based Islamic education also contributes to building an environmentally friendly school culture and strengthening synergy between schools and the community. This study confirms that character-based Islamic education is relevant as a moral and spiritual approach to addressing the challenges of the environmental crisis. The Green School model based on Islamic values has the potential to become a strategic alternative in developing sustainable education.

Keywords: Character Education; Ecological Awareness; Environmental Awareness; Green Schools; Islamic Religious Education.

1. Introduction

The issue of environmental damage has become a global concern, directly impacting the quality of human life. Climate change and environmental degradation are increasingly pressing global issues that require urgent attention. Data shows that in 2020, the volume of waste in Indonesia reached approximately 67.8 million tons, with the largest contribution coming from household activities at 37.3 percent (Sugianto, 2024). Environmental concern is a form of behavior born from individual awareness to voluntarily take a role in protecting and preserving nature. This attitude does not depend on the activities or programs of a particular institution, but rather arises from personal initiative. Through this awareness and independent efforts, the resulting impact is positive, not only providing benefits to the individual but also contributing to the sustainability of the surrounding environment (Wahyuni et al., 2024).

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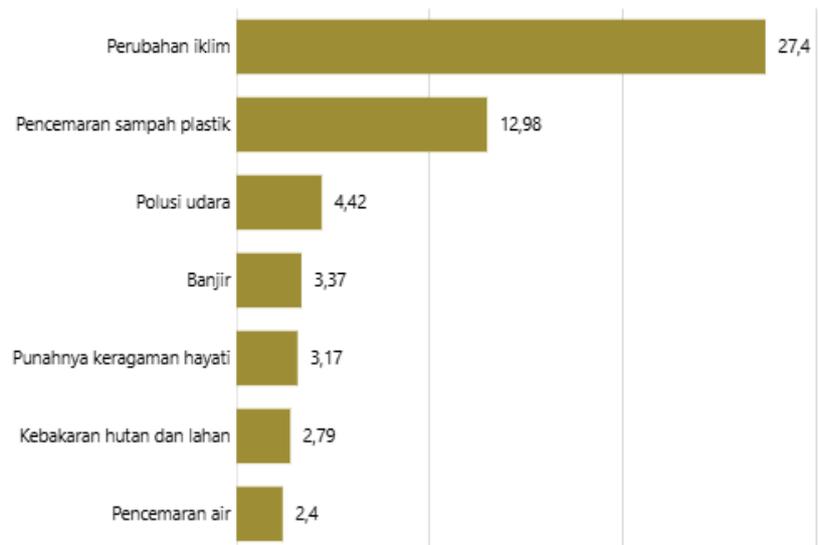


Figure 1. Environmental Issues That Most Concern Young People.

Source: katadata.co.id 2023.

The data above demonstrates the strategic importance of education in shaping the mindset and behavior of the younger generation toward the environment. Schools are viewed as spaces for learning values that not only transfer knowledge but also instill attitudes and habits (Haerani et al., 2022). Efforts to create green schools are part of a sustainable development strategy that emphasizes balance between humans and nature. This situation demands an educational approach that can address the cognitive, affective, and behavioral dimensions in an integrated manner (Maharwati & Dinatha, 2023).

The 1945 Constitution became the milestone for the birth of the ideals of national education as a means to educate the nation's life. The realization of this goal is thoroughly outlined in Law Number 20 of 2003 concerning the National Education System, specifically Article 3. This provision emphasizes that national education plays a role in developing the potential of students while forming the character and civilization of a dignified nation. The orientation of education is directed at efforts to produce people who believe in and fear God Almighty, possess noble morals, healthy physical conditions, skills, knowledge insight, creativity, independence, and the ability to play a role as democratic and responsible citizens (Sofiani et al., 2025).

Islamic education has unique characteristics that emphasize the unity of knowledge, faith, and good deeds. Islamic teachings view humans as caliphs on earth responsible for preserving the environment (Firdaus et al., 2025). These values are contained in the Quran and Hadith, which emphasize the prohibition of causing damage and the encouragement to preserve nature. Islamic education is not only oriented towards academic achievement but also towards the development of noble morals. The process of internalizing Islamic values in the school environment has the potential to build intrinsic ecological awareness. This theological foundation serves as a moral force in encouraging sustainable environmentally friendly behavior (Agustin et al., 2023).

A character-based educational approach places values at the core of the learning process. Character formation is achieved through role models, habituation, and the integration of values into all school activities. Environmental stewardship is a key value in contemporary character education. (Anto et al., 2025). Green schools require a culture of

cleanliness, energy efficiency, and sustainable environmental management. Character education provides a systematic framework for consistently instilling these values. This process requires the active participation of all school components to ensure environmental values remain symbolic (Basit & Sundawa, 2022) .

Integrating character-based Islamic education with the green school concept is a relevant and contextual approach. Religious values can serve as an ethical foundation in building students' ecological awareness. Islamic religious learning provides a strategic opportunity to link moral teachings with environmental conservation practices. Worship activities, the instilling of cleanliness, and the management of school facilities can be directed toward environmentally friendly principles (Mustofa & Isbir, 2025) . This approach allows for harmony between religious beliefs and actual behavior. Schools become not only places of learning but also laboratories for developing green character.

The reality on the ground shows that the implementation of green schools is not fully supported by students' character awareness. Environmental programs are often short-term projects and have not been deeply internalized. Religious education in some schools still focuses on cognitive and ritual aspects. The link between Islamic teachings and ecological responsibility has not been optimally explored. This situation results in environmental values not being part of students' personalities. These challenges demand innovative educational approaches that are more holistic and oriented toward character building (Novanto et al., 2025) .

Character-based Islamic education plays a crucial role in bridging this gap. Universal Islamic values can be actualized in the context of environmental preservation in schools (Nasution, 2024) . Awareness of the importance of environmental preservation can be built through the provision of knowledge and the instilling of character values in the educational process. This perspective suggests that addressing environmental issues can be achieved by fostering a caring character from an early age. Schools play a crucial role in providing an understanding of the urgency of environmental protection, given that at this stage of development, children are highly sensitive to their surroundings. This understanding encourages children to respond and act positively toward the environment (Hariandi et al., 2023) .

This context highlights the need for an in-depth study of the role of character-based Islamic education in realizing green schools. Research is needed to understand how Islamic values are internalized in school culture. Furthermore, the author aims to determine the role of character-based Islamic education in shaping environmentally conscious behavior and how character values are applied in Islamic education to realize green schools . The study's findings are expected to serve as a reference for developing educational policies. Academic contributions can also enrich the scientific literature on Islamic education and environmental education. This research has both theoretical and practical relevance in addressing future educational challenges.

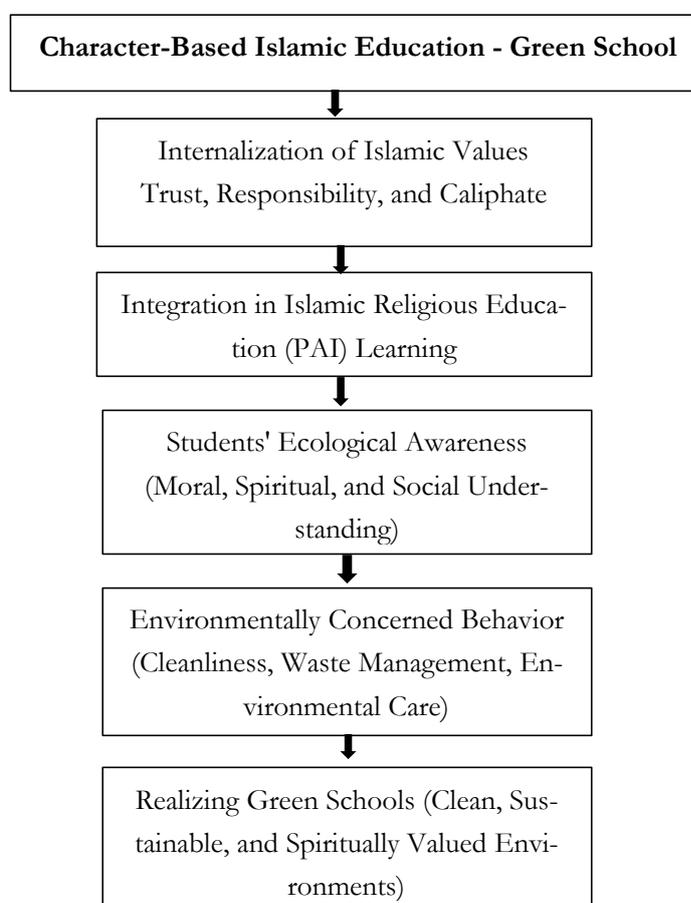
2. Research Methods

This research uses a literature study method with a *content approach*. This study focuses on the analysis of concepts, ideas, and scientific findings related to the role of character-based Islamic education in supporting the realization of Green Schools. The study does not *rely* on

empirical field data collection, but rather on an in-depth analysis of theoretical constructs and conceptual practices developed in various scientific literature. The research data sources consist of 17 secondary sources, including scientific books and national and international journal articles published between 2022 and 2025. The literature used is relevant to the themes of Islamic education, character education, Green Schools, and sustainable education development. Reference searches were conducted using *the Publish or Perish application* to obtain credible sources with adequate academic quality. The literature selection employed a *purposive sampling technique*, emphasizing the suitability of the substance to the study's focus.

The research phase encompasses three main interrelated processes. The first phase involves data collection through a search for scholarly works addressing Islamic education, character education, and the Green School concept. The second phase involves categorizing and filtering the literature based on its relevance to the research focus to ensure a consistent and focused discussion. The final phase involves data analysis using descriptive analysis techniques to critically interpret the content of each source. This analysis process aims to formulate a conceptual understanding of the role of character-based Islamic education in building environmentally friendly awareness and behavior in schools.

3. Results And Discussion



The Role of Character-Based Islamic Education in Shaping Environmentally Concerned Behavior

The research results show that character-based Islamic education has a significant contribution in shaping students' awareness of the importance of environmental protection.

Islamic values integrated into the learning process can instill the understanding that the environment is a trust from Allah SWT that must be protected and preserved. Internalization of the concept of *khalifah fil Earth* is the primary foundation for developing an attitude of ecological responsibility. Students understand the environment not only as a physical object but also as part of a living system with spiritual value. This understanding fosters a moral awareness to avoid damaging nature. Environmentally conscious behavior is developed gradually through habits based on religious values.

The implementation of character education in Islamic Religious Education (IS) is evident through the integration of morals, jurisprudence, and faith (*aqidah*) related to environmental issues. Teachers play an active role in conveying moral messages about the prohibition of causing damage to the earth, as stated in the Quran and Hadith. The delivery of material is not only theoretical but also contextualized to the realities of the students' environment. This learning process provides a space for reflection for students to assess the impact of human behavior on environmental sustainability. Ecological awareness grows through complementary normative and practical understanding. Character-based Islamic education serves as a medium for transforming values into concrete actions.

Jelita & Adri's research , (2024) revealed that the implementation of environmental education at State Elementary School 4 Merapi Barat was effective in fostering students' concern for a clean school environment. Programs such as Clean Friday, Healthy Friday, and Sharing Friday played a significant role in fostering exemplary behavior and fostering habits of cleanliness. These activities were successful, and students demonstrated an increased understanding of the urgency of maintaining a clean school environment.

The findings above indicate that the habit of disposing of trash properly, maintaining classroom cleanliness, and caring for school plants are clear indicators of the internalization of environmental values. These behaviors emerge not through coercion, but rather through awareness developed through a continuous learning process. The school environment serves as a social laboratory for the application of character-based Islamic values. The exemplary behavior of teachers and other educational staff reinforces the formation of these attitudes. Consistency between the values taught and the practices demonstrated is a crucial factor in the success of environmental character education.

Religious-based habituation has proven effective in developing environmentally conscious character in students. Routine activities such as community service, cleaning programs, and school-based waste management are linked to Islamic teachings on cleanliness as part of faith. This approach fosters awareness that protecting the environment is part of worship. Students understand that every action has spiritual and social dimensions. This awareness strengthens internal motivation to protect the environment without the need for strict supervision. Character-based Islamic education serves as a reinforcement of moral values in ecological behavior (Nursyahada, 2025) .

Islamic-based character education provides a clear ethical framework for developing environmentally conscious behavior. The values of responsibility, trustworthiness, and modesty are the primary principles instilled in students. These principles encourage moderation in the use of natural resources. (Novanto et al., 2025) . Ecological awareness develops alongside an understanding of the moral consequences of environmental exploitation. Islamic education emphasizes not only cognitive aspects but also affective and

psychomotor aspects. This holistic approach strengthens the development of a sustainable environmentally conscious character.

The discussion of the research findings confirms that character-based Islamic education has strong relevance to contemporary environmental issues. The current environmental crisis requires an educational approach that is not only technical, but also moral and spiritual. Islamic education offers a value framework that can address these challenges through the concepts of balance and sustainability. The value of *rahmatan lil 'alamin* (blessing for the universe) serves as the foundation for building a harmonious relationship between humans and nature. This concept positions humans as guardians, not destroyers, of the environment. Islamic-based character education serves as a preventative solution to environmental degradation.

The role of educators in character-based Islamic education is a determining factor in developing environmentally conscious behavior. The exemplary attitudes and behavior of educators directly influence the internalization of values in students. Consistency between words and actions strengthens students' trust in the values taught. A conducive learning environment supports optimal character formation. Educational interactions imbued with moral values encourage students to adopt positive behaviors. Character-based Islamic education demands a shared commitment from the entire school community.

The author concludes from this discussion that character-based Islamic education plays a strategic role in shaping environmentally conscious behavior. Integrating religious values with practical practices can produce sustainable attitudinal changes. Education serves not only as a means of transferring knowledge but also as a process of personality development. Ecological awareness fostered through Islamic values has moral, social, and spiritual dimensions. This approach is relevant for application in the context of modern education, which faces global environmental challenges. Character-based Islamic education is a crucial foundation for developing a generation responsible for environmental sustainability.

Implementation of Character Values in Islamic Education to Realize Green Schools

The application of character values in Islamic education plays a strategic role in sustainably shaping students' ecological awareness. Religious values such as trustworthiness, responsibility, and environmental awareness are integrated into the learning process, both in the classroom and in daily school activities. The implementation of these values is reflected in the instilling of environmentally friendly behaviors, such as maintaining cleanliness, conserving water, and caring for school plants (Hafizatul et al., 2024). The internalization of character values is carried out consistently through teacher role models and school institutional policies. The alignment between Islamic teachings and the principles of environmental sustainability strengthens students' awareness of the importance of preserving nature as a divine mandate. This condition provides a strong foundation for realizing the Green School concept, which is oriented not only towards the physical environment but also towards character development.

The Islamic Education curriculum has great potential to instill environmental values through the integration of Islamic material. Quranic verses and hadiths prohibiting environmental damage are utilized as contextual learning resources. This approach enables students to comprehensively understand the relationship between faith and ecological responsibility (Cahyani et al., 2024). Learning materials are not only presented theoretically

but also implemented through practice-based environmental projects. Experiential learning methods enhance students' active involvement in preserving the school environment. This understanding encourages a shift in attitudes from mere academic obligations to moral and spiritual awareness.

Islamic character education plays a vital role in shaping an environmentally friendly school culture. This school culture is fostered through daily routines such as community service, segregated waste management, and reforestation programs. These activities are reinforced by the values of sincerity and mutual cooperation, which are hallmarks of Islamic teachings. The participation of all school members fosters a sense of shared ownership of the school environment (Mayangsari et al., 2024) . A clean and green learning environment positively impacts student comfort and health, contributing to an overall improvement in the quality of the learning process.

Al-Falah Islamic Boarding School , located in Buminabung Baru, Lampung, is a traditional Islamic educational institution that plays a significant role in developing the character of the younger generation amidst the dynamics of globalization. Research findings indicate that this Islamic boarding school implements comprehensive character education through strengthening the spiritual, ethical, intellectual, and social dimensions. The program's success is marked by increased digital literacy skills among students, intensified foreign language learning, and the development of leadership and entrepreneurial competencies. The orderly, community-based, and religiously-rich educational atmosphere serves as an important foundation for developing students with integrity, independence, and adaptability. Al-Falah Islamic Boarding School also manages to balance mastery of religious knowledge and general knowledge, while deepening the appreciation of character values in everyday life (Anto et al., 2025) .

The role of educators in implementing Islamic character values is a key factor in the success of Green Schools. Teachers serve as primary role models, demonstrating environmentally friendly behavior in the school environment. This exemplary behavior fosters affective learning, which is more effective than a purely instructional approach. Consistent teacher behavior reinforces the character values instilled in students. The emotional connection between teachers and students accelerates the internalization of environmental values. The presence of ecologically aware educators is crucial for the sustainability of the Green School program.

The implementation of character values in support of Green Schools also strengthens the synergy between schools and the community. Environmental activities involving parents and the surrounding community raise collective awareness of sustainability issues. Collaborative programs such as environmental cleanup drives and tree planting expand the impact of character education beyond the classroom. This aligns with research findings (Sukmawatia et al., (2023) showed that implementing Community Service (PKM) activities had a positive impact on increasing students' environmental awareness. Various constructive activities began to form and become habits, both within the school environment and around students' homes. This improvement was reflected in a significant increase in students' knowledge and skills in internalizing environmental awareness.

Based on this, the application of character values in Islamic education has proven effective in supporting the realization of Green Schools. The integration of religious values

with ecological practices creates meaningful and long-term learning. Students' environmental awareness grows along with the strengthening of faith and moral values. This approach makes a real contribution to the development of sustainable education. Green Schools based on Islamic education serve as an alternative model in addressing the challenges of the environmental crisis. This effort emphasizes the relevance of Islamic education in a global context that demands a balance between spirituality and environmental sustainability .

4. Conclusion

Based on the results and discussion, the author can conclude that character-based Islamic education has proven to have a strategic role in shaping environmentally conscious behavior and supporting the realization of Green Schools. The integration of Islamic values such as trustworthiness, responsibility, simplicity, and the concept of *khalifah fil ardh* is able to foster ecological awareness in students, not only cognitively but also morally and spiritually. The process of internalizing values through Islamic Religious Education (PAI) learning, the role models of educators, and religious-based habits encourage sustainable changes in environmentally friendly behavior. The school environment serves as a practical space for the application of Islamic character values in everyday life. The synergy between the curriculum, school culture, and the role of educators strengthens the formation of environmentally conscious character. Character-based Islamic education is a crucial foundation for building a generation responsible for environmental sustainability and relevant to global environmental challenges.

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