

Implementation Of Ecotheology In Smp Negeri 9 Kaur

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ABSTRACT

This research is motivated by the importance of applying ecotheological values in the world of education as an effort to foster students' awareness of environmental preservation in harmony with religious values. However, the implementation of ecotheology in the school environment still faces various challenges, such as low student awareness in maintaining cleanliness, lack of discipline in waste management, and limited understanding of the relationship between religious values and environmental conservation. In addition, the inadequate infrastructure and lack of consistent habituation are also obstacles in its implementation. This study aims to find out how the implementation of ecotheology in SMP Negeri 9 Kaur, the forms of activities carried out in its application, as well as the supporting and inhibiting factors in the implementation of ecotheology in the school. This study uses a qualitative approach with a descriptive method, through data collection techniques in the form of observation, interviews, and documentation. The results of the study show that the implementation of ecotheology at SMP Negeri 9 Kaur is carried out through various activities such as the habit of maintaining environmental cleanliness, waste management, reforestation activities, and the integration of religious values in learning. Supporting factors in the implementation of this program include the support of school principals, teachers, and the existence of an environment-based school policy. Meanwhile, the inhibiting factors are the low awareness of some students, limited facilities, and not optimal habituation on a sustainable basis.



Introduction

The environment is an important part of human life that must be maintained and preserved. However, in the modern era, various environmental damages are increasingly common, such as pollution, illegal deforestation, littering, and reduced public awareness of the importance of protecting nature. These problems are not only the responsibility of the government, but also all levels of society, including educational institutions. Schools have an important role in shaping students' character and awareness of the environment

from an early age through various educational and habituation activities oriented towards nature conservation (Yanti K. Manoppo 2023). However, the reality that occurs in the modern era shows that environmental conditions are increasingly under various pressures due to human activities that do not pay attention to the principles of sustainability. Various forms of environmental damage such as water pollution, air pollution, garbage accumulation, excessive exploitation of natural resources, illegal deforestation, and global climate change are problems that continue to increase from time to time. These conditions not only have an impact on ecosystem damage, but also affect the health, welfare, and overall quality of life of humans (Lace-jeruma and Birzina 2019). The current environmental problems are basically not only caused by technical factors or lack of natural resource management, but also influenced by low human awareness and responsibility for the environment. Many individuals still view nature as an object that can be used without limits to meet economic needs and interests. As a result, various actions that damage the environment still often occur, such as littering, land burning, excessive use of resources, and consumptive behavior that produces large amounts of waste (Arani and Bagheri 2020).

However, the implementation of ecotheology in the school environment still faces various challenges. The lack of awareness of some students on the importance of protecting the environment, the low discipline in environmental education in schools not only focuses on knowledge about nature, but must also be able to instill moral, ethical, and spiritual values in protecting the environment. One of the approaches that is starting to develop in the world of education is ecotheology. Ecotheology is an understanding that connects human relationships with God and the universe. In this concept, humans are seen as having a moral and spiritual responsibility to maintain, care for, and preserve the environment as a form of gratitude to God for His creation. Thus, ecotheology not only teaches theoretical environmental concern, but also instills religious awareness in preserving nature (Sapitri et al. 2025).

Ecotheology is a theological approach that connects the relationship between man, God, and the universe in an interconnected unity (Laana 2025). In this perspective, nature is not only seen as an object that can be used by humans, but also as God's creation that has sacred value and must be preserved. Ecotheology emphasizes that humans have a moral and spiritual responsibility as caliphs on earth to care, preserve, and maintain the balance of the ecosystem as a form of worship and gratitude to God for all of His creation. Thus, ecotheology integrates religious values with ecological awareness in an effort to maintain environmental sustainability (El-habsa, Alif, and Ayubi 2025). Therefore, an educational approach is needed that is able to integrate environmental knowledge with moral and spiritual awareness so that students have a strong commitment to protecting nature. Education that connects ecological aspects with life values is believed to be more effective in shaping environmentally caring behaviors because learners not only understand the importance of protecting the environment, but also realize the moral and ethical reasons behind such actions (Zebua 2025).

One of the approaches that is starting to develop in the world of education is ecotheology. Ecotheology is an understanding that connects the relationship between humans and God and the universe in an interconnected unit. In this concept, humans are seen as creatures who have the mandate to protect, care, and preserve the environment as part of their responsibilities to God. Nature is seen not only as a resource that can be used, but also as part of God's creation that has spiritual value and must be maintained. Therefore, the act of protecting the environment is part of the implementation of religious

teachings in daily life(Wijayanto et al. 2025).

The ecotheology approach provides the perspective that various environmental problems that occur today are not only caused by technical and economic factors, but also related to the moral and spiritual crisis of humans in viewing nature. When humans lose awareness that nature is a mandate that must be maintained, various acts of exploitation and destruction of the environment will be more prone to occur. Therefore, the integration of spiritual values in environmental education is important to build a deeper and more sustainable ecological awareness. This awareness is expected to be able to encourage students to view environmental conservation as a moral responsibility that must be carried out consistently(Suraijiah 2025). In addition, the implementation of ecotheology in education also plays a role in shaping the character of students who have social and environmental concerns. Through various learning activities and habits at school, students are invited to understand that maintaining cleanliness, saving energy, managing waste, and caring for plants are forms of real contribution in maintaining ecosystem balance. This hands-on experience helps students internalize the values of environmental concern so that more responsible behavior for nature is formed. Thus, ecotheology-based education not only produces students who have environmental knowledge, but also individuals who have strong ecological character(Nur and Trisnawati 2025).

The implementation of ecotheology in the school environment can be realized through various activities, such as maintaining school cleanliness, greening, waste management, saving energy, and habituating environmental care behavior in daily life. In addition, ecotheological values can also be integrated in the learning process and religious activities in schools. Through this implementation, students are expected to have high ecological awareness and be able to apply environmentally friendly behavior in their daily lives (Chayati, Ibrahim, and Gunagraha 2025)

SMP Negeri 9 Kaur as one of the educational institutions in Kaur Regency has an important role in instilling the values of environmental concern in students. School is not only a place to acquire knowledge, but also a place to form students' character so that they have social and environmental responsibility. Various school programs related to cleanliness, greening, and the habit of clean and healthy living can be a form of implementation of ecotheology in the educational environment. This is important because students are the next generation who will play a role in preserving the environment in the future(Insani et al. 2025).

Throwing garbage in its place, as well as a lack of understanding of the relationship between religious values and environmental preservation are obstacles in the application of ecotheology. In addition, the lack of support for facilities and consistent habituation can also affect the successful implementation of environmental care programs in schools (Al-manar and Nabilla 2025). This shows that environmental care behavior has not completely become a habit that is formed consciously, but is still instructive and depends on the supervision of teachers. The lack of internalization of spiritual values in environmental protection activities causes students to not understand that nature conservation is part of moral and religious responsibility as a form of devotion to God (Santoso, Fadillah, and Hutabarat 2025). In addition, the limitation of facilities and infrastructure such as inadequate garbage cans in each school area, as well as the lack of facilities to support cleanliness and greening are also inhibiting factors in optimizing the implementation of ecotheology. This condition has an impact on the lack of optimal implementation of environmental programs such as waste management and routine cleaning activities(Sinta 2024). Without adequate facility support, the formation of environmental care behaviors becomes less effective because students do not have

sufficient means to practice these values in their daily lives. In addition, habituation that has not been carried out consistently and continuously also affects the success of the implementation of environmental care programs in schools. Changes in environmental behavior cannot be achieved instantly, but require a continuous process of habituation through example, supervision, and strengthening school culture (Elviyanti 2026).

Based on these problems, research on the implementation of ecotheology in schools is very important to be carried out, considering the increasing challenges of environmental damage that occur in various regions and the need to strengthen environment-based character education and spiritual values. This research not only focuses on theoretical aspects, but also examines in depth how ecotheological values can be implemented in real life in the educational environment. This study aims to find out more comprehensively how the implementation of ecotheology in SMP Negeri 9 Kaur, including the forms of activities carried out in order to instill ecological awareness in students, as well as how the process of internalizing spiritual values and environmental concern is applied in daily life at school. In addition, this study also seeks to identify supporting factors that strengthen the implementation of the program, such as school policy support, the role of teachers, and the availability of facilities and infrastructure, as well as inhibiting factors that can affect the success of the implementation of ecotheology in the school environment.

Results and Discussion

1. Implementation of Ecotheology in School Activities at SMP Negeri 9 Kaur

Based on the results of the research, the implementation of ecotheology at SMP Negeri 9 Kaur is carried out through various activities that have been integrated into the school culture, the learning process in the classroom, and the daily routine activities of students. This implementation is not only carried out formally through school policies, but also through continuous habituation so as to form a pattern of student behavior in maintaining and preserving the environment.

In this context, ecotheology is understood as an approach that instills awareness that protecting the environment is not only a social and moral responsibility, but also has a strong spiritual dimension. This means that every action of maintaining cleanliness, caring for the environment, and preserving nature is seen as part of worship and a form of gratitude to God for all His creations (Rohman et al. 2024). This understanding is then integrated into various school activities, so that students are not only directed to know the importance of protecting the environment in theory, but also encouraged to practice it in real life. Thus, the implementation of ecotheology in schools is a means to form ecological awareness as well as students' religious awareness in a balanced and continuous manner (Angga Perayuda, Moch. Mukhlison 2026).

The first implementation in the application of ecotheology at SMP Negeri 9 Kaur can be seen from the cleanliness activities of the school environment which are carried out regularly and continuously as part of the school culture. The school implements a daily picket schedule in each class which is one of the strategies to train and instill a sense of responsibility for students in maintaining the cleanliness of the classroom. Through this activity, each student has roles and obligations that must be carried out according to a predetermined schedule, so that they learn to be disciplined, independent, and care about the environment in which they study (Zikriana, Indrawadi, and Montessori 2023). In addition to daily picket activities, the school also carries out the Clean Friday program which is a routine agenda and involves all school

residents without exception, both teachers, education staff, and students. This activity is carried out jointly with the aim of creating a clean, healthy, and comfortable school environment for the learning process (Prasetyo 2025). In its implementation, students and teachers work together to clean various areas of the school, such as yards, classrooms, sewers, parks, and the environment around the school.

This cleaning activity is not only oriented towards the creation of a clean physical environment, but also has a deeper meaning in the formation of students' character (Sapitri et al. 2025). Through these activities, values such as cooperation, responsibility, discipline, and concern for the environment can be instilled directly through real practice. Thus, school environment cleanliness activities are one of the forms of effective ecotheology implementation in forming ecological awareness as well as the religious and social character of students at SMP Negeri 9 Kaur.

In addition to cleaning activities, the implementation of ecotheology at SMP Negeri 9 Kaur is also realized through a greening program which is one of the school's tangible forms of concern for environmental sustainability. This program is carried out by providing a school garden area planted with various types of ornamental plants, protective plants, and shade trees that function to beautify and cool the school environment. In its implementation, students are actively involved starting from the planting process, watering, to regular plant care. This hands-on involvement provides a meaningful learning experience for students, as they not only receive theoretical knowledge in the classroom, but also gain real experience in safeguarding and caring for the environment. Through this activity, students are invited to understand that protecting nature is a shared responsibility that must be done consistently in daily life.

The next implementation of ecotheology applied at SMP Negeri 9 Kaur is waste management as part of efforts to form ecological awareness of students. The school provides segregated waste bin facilities consisting of organic and inorganic waste at several points in the school environment. The provision of this facility aims to familiarize students with sorting waste according to its type from an early age, so that they have a better understanding of the importance of proper waste management. In its implementation, teachers also play an active role in providing direction, coaching, and supervision to students so that they do not litter. Every opportunity in the school environment is used by teachers to remind students of the importance of maintaining cleanliness and discipline in disposing of garbage in the place that has been provided. With this supervision, students are more directed in implementing positive habits in the school environment.

As time goes by, the habit of sorting and disposing of garbage in its place begins to become part of students' daily activities. Although at first a reminder from the teacher was still needed, but slowly the habit began to form into a more independent behavior. This shows that there is a process of internalizing ecotheological values. In addition to physical activities, ecotheological values are also integrated in the learning process, especially in the subject of Islamic Religious Education.

The teacher instilled an understanding that nature is God's creation that must be guarded and cared for. Humans as caliphs on earth have a moral and spiritual responsibility to preserve the environment. These values are also strengthened through religious activities such as lectures, joint prayers, and moral advice that emphasize the importance of preserving nature as a form of worship. Thus, the implementation of ecotheology at SMP Negeri 9 Kaur is not only a routine activity, but has become part of a sustainable school culture in shaping the character of caring for the environment of students.

2. Supporting and Inhibiting Factors for the Implementation of Ecotheology

The results of the study show that there are several supporting factors that play an important role in the successful implementation of ecotheology at SMP Negeri 9 Kaur. The first factor is the full support of the school, especially the principal and teachers. This support is the main basis for the implementation of various environmental programs that are integrated with ecological values in the school environment. School principals have a strategic role in directing school policies that are oriented towards the formation of a culture of environmental care. The policy is then realized in the form of school programs such as routine cleaning activities, greening, waste management, and the habit of living a clean and healthy life in the school environment. With a clear and directed policy, all school residents have guidelines in carrying out activities related to environmental conservation. Meanwhile, teachers have an equally important role as role models as well as guides for students (Tamam, Bagus, and Putra 2025). In the implementation of ecotheology activities, teachers not only give verbal directions, but also show real attitudes and behaviors in maintaining cleanliness and concern for the environment. The example given by the teacher is a direct example for students in forming positive habits.

The second supporting factor in the implementation of ecotheology at SMP Negeri 9 Kaur is the availability of adequate facilities and infrastructure to support various environmental care activities in schools. These facilities include garbage cans available at several points in the school environment, cleaning tools such as brooms, mops, and other equipment, as well as a greening area planted with various types of ornamental plants and shade trees. The availability of these facilities and infrastructure has a very important role in supporting the smooth implementation of cleaning and greening activities in schools. With these facilities, it becomes easier for students to apply environmental care behaviors in their daily lives. For example, the existence of garbage cans in the school environment helps students to be more disciplined in disposing of garbage in its place, while adequate cleaning tools facilitate the implementation of class picketing activities and community service.

Nonetheless, the implementation of ecotheology also faces several obstacles. The first obstacle in the implementation of ecotheology at SMP Negeri 9 Kaur is that there are still some students who do not have optimal awareness in maintaining the cleanliness of the school environment. Although various programs and habits have been carried out by the school, in reality, it is still found that the behavior of some students does not reflect concern for environmental cleanliness. This can be seen from the fact that there are still students who throw garbage carelessly, both in the classroom and in the environment around the school. In addition, there are also students who lack discipline in carrying out class picket duties according to a predetermined schedule. This condition shows that individual responsibility for environmental cleanliness has not been fully understood and internalized by all students.

The second obstacle found in the implementation of ecotheology at SMP Negeri 9 Kaur is that there is still a limited deep understanding of students regarding the relationship between spiritual values and concern for the environment. Although students have been accustomed to maintaining cleanliness and participating in various environmental activities at school, some of them still do not fully understand the deeper meaning of these activities. Some students still view that maintaining environmental cleanliness is only limited to an obligation that must be done because

of school rules or instructions from teachers, not as part of a moral and spiritual responsibility that has worship value. This view shows that the internalization of ecotheological values has not been fully firmly embedded in students, so that the understanding that is formed is still at the practical level, has not touched the aspects of inner awareness and religious values in depth.

Another obstacle that also affects the implementation of ecotheology at SMP Negeri 9 Kaur is the limited number of supporting facilities in several school areas and the lack of optimal supervision that is carried out consistently and continuously. The limitations of these facilities can be seen from the uneven availability of cleaning facilities, such as garbage cans that are not adequately cleaned in every corner of the school, as well as cleaning tools that are still limited in number to support all cleaning activities optimally. This condition can indirectly affect the smooth implementation of environmental programs that have been planned by the school. Some school areas are sometimes still not well maintained due to the limited facilities available, so more attention is needed in fulfilling supporting facilities so that the ecotheology program can run more optimally.

3. The Impact of Ecotheology Implementation on Students' Awareness and Character

The implementation of ecotheology at SMP Negeri 9 Kaur has a significant positive impact on the awareness and character development of students in daily life. One of the most visible major impacts is the gradual and sustained increase in students' environmental awareness. Students no longer view cleanliness as just a rule that must be obeyed due to teacher supervision, but start to make it an inherent habit in daily activities at school.

In addition, the implementation of ecotheology also plays an important role in shaping the character of responsibility for students gradually and sustainably. Through various activities carried out in the school environment, such as daily pickets, community service, and joint cleaning activities, students are trained to not only understand the concept of responsibility theoretically, but also to be able to apply it in real actions in daily life (Saiffudin 2025). In its implementation, class picket activities are one of the main means of instilling the value of responsibility. Each student has duties and obligations that must be carried out according to a predetermined schedule. Through this activity, students learn to be disciplined in carrying out their respective roles, maintain the cleanliness of the classroom, and ensure that the learning environment remains comfortable and well-organized.

Another impact that is also very important from the implementation of ecotheology is the growth of students' spiritual awareness in viewing the relationship between humans, nature, and God (Mafaza et al. 2025). Through the learning process and habituation carried out in school, students begin to understand that protecting the environment is not just a social obligation or rules that must be obeyed in the school environment, but also part of a form of worship and a form of gratitude to God for all His creations that have been given to humans (Nurfalah et al. 2025). In addition to having a positive impact on students, the implementation of ecotheology also brings significant changes to the overall condition of the school environment. The school environment that may not have been fully organized before, is slowly undergoing improvements to become cleaner, neat, and organized. This can be seen from the increasing awareness of school residents in maintaining the cleanliness of classroom areas, yards, and public facilities in the school environment. Furthermore, the

beautiful and green atmosphere of the school has a very good influence on the comfort of the teaching and learning process. The presence of plants in the school environment not only beautifies the appearance of the school, but also creates cooler and fresher air so as to support the creation of a conducive learning atmosphere. This condition indirectly helps to increase students' concentration and enthusiasm for learning in the classroom.

Thus, the implementation of ecotheology at SMP Negeri 9 Kaur not only has a limited impact on increasing students' awareness of the importance of maintaining cleanliness and environmental sustainability, but also has a broader influence on the formation of character as a whole. Through various activities that are carried out continuously, such as the habit of maintaining cleanliness, waste management, reforestation, and the integration of religious values in learning, students are slowly directed to have a mindset that is more caring and responsible for the surrounding environment. In addition, the implementation of ecotheology also contributes to shaping the religious character of students, where they not only view the environment as part of the physical space that must be maintained, but also as a mandate from God that must be maintained with full spiritual awareness. This understanding makes students more careful in acting towards the environment, because any behavior that destroys nature is seen as a form of neglect of religious values.

This study uses a qualitative approach with a descriptive research type to gain an in-depth understanding of the implementation of ecotheology at SMP Negeri 9 Kaur South Bengkulu. This approach was chosen because it is able to comprehensively describe the phenomena that occur in the field related to the application of ecotheological values in the school environment. The research subjects include school principals, teachers, and students who are directly involved in the implementation of environmental awareness-based programs. Data collection is carried out through observation, in-depth interviews, and documentation to obtain accurate and relevant information. Observation is used to observe the activities and behaviors of school residents in protecting the environment, while interviews are conducted to explore views, experiences, and obstacles faced in the implementation of ecotheology. Documentation is used as supporting data in the form of photos of activities, school archives, and documents related to environmental programs. The data obtained were then analyzed through the stages of data reduction, data presentation, and conclusion drawing so as to produce a systematic picture of the form of implementation of ecotheology, supporting and inhibiting factors, and their impact on the formation of awareness and environmental care character of students (Jul 2024).

Conclusion

Based on the results of the research, the implementation of ecotheology at SMP Negeri 9 Kaur South Bengkulu has been carried out quite well through various activities that are integrated into the school culture, such as the daily picket program, Clean Friday, greening, waste management, and the integration of religious values in the learning process and religious activities of the school. The application of ecotheology not only aims to create a clean and beautiful school environment, but also instills awareness that protecting the environment is a form of moral, social, and

spiritual responsibility as a form of gratitude to God. The success of the implementation of ecotheology is supported by the commitment of school principals and teachers, school policies that support environmental care programs, and the availability of adequate facilities and infrastructure. However, its implementation still faces several obstacles, such as the low awareness of some students in maintaining cleanliness, the lack of optimal understanding of the relationship between religious values and environmental conservation, as well as limited facilities and continuous supervision. Overall, the implementation of ecotheology has a positive impact on increasing environmental awareness, building character responsibility, discipline, and strengthening students' spiritual values. In addition, this program also contributes to creating a cleaner, healthier, greener, and more comfortable school environment for teaching and learning activities. Therefore, the implementation of ecotheology needs to continue to be developed and strengthened through consistent habituation, improvement of supporting facilities, and strengthening the integration of religious and environmental values in order to form a generation that has ecological concern and sustainable religious character.

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