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## The Contribution of the Islamic Education Environment to Sustainable Development


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**Keywords:**

Pendidikan Lingkungan Islam,  
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**Abstrak:** Masalah lingkungan seperti perubahan iklim, kerusakan ekosistem, dan penipisan sumber daya alam semakin memburuk, sehingga diperlukan model pembangunan yang harmonis antara pertumbuhan ekonomi, kesejahteraan sosial, dan pelestarian lingkungan. Penelitian ini bertujuan menelaah fungsi Pendidikan Lingkungan Islam sebagai pendekatan berbasis agama yang menyatukan nilai-nilai syariah, konsep manusia sebagai pemimpin bumi, dan kewajiban etis untuk menjaga keselarasan antara manusia, alam, serta Sang Pencipta; pendekatan ini mengajarkan pengetahuan tentang dampak perilaku manusia, menumbuhkan sikap empati dan tanggung jawab, serta mengembangkan kemampuan praktis seperti konservasi, pengelolaan limbah, dan pertanian berkelanjutan yang sejalan dengan Agenda Pembangunan Berkelanjutan (SDGs), khususnya SDG 4 (Pendidikan Berkualitas), SDG 13 (Penanganan Perubahan Iklim), dan SDG 15 (Keberlanjutan Ekosistem). Metode yang diterapkan adalah penelitian kualitatif deskriptif melalui tinjauan literatur, dengan pengumpulan data dari jurnal Sinta terakreditasi (2021–2025) yang diseleksi secara ketat, diikuti analisis konten. Hasil penelitian mengungkapkan inovasi utama melalui kerangka holistik Pendidikan Lingkungan Islam yang mengintegrasikan elemen etika-spiritual dari ajaran Islam dengan inovasi ekonomi hijau berbasis syariah, yang belum banyak dibahas dalam literatur konvensional; studi ini juga memberikan wawasan unik tentang interaksi antara kurikulum formal dan non-formal, kegiatan komunitas, serta peningkatan inklusi sosial, sekaligus mengidentifikasi hambatan khusus di Indonesia seperti keterbatasan sumber daya dan rendahnya kesadaran masyarakat, yang membedakannya dari penelitian sekuler yang mengabaikan aspek

spiritual dan syariah. Implikasi penelitian mencakup pembentukan generasi yang lebih sadar lingkungan, peningkatan kualitas hidup, pendorongan inovasi berkelanjutan, dan peningkatan partisipasi masyarakat.

**Keywords:**

Islamic Environmental Education, Sustainable Development

**Abstract:** Environmental problems such as climate change, ecosystem degradation, and depletion of natural resources are getting worse, so a harmonious development model between economic growth, social welfare, and environmental preservation is needed. This research aims to examine the function of Islamic Environmental Education as a religion-based approach that unites sharia values, the concept of humans as earth leaders, and ethical obligations to maintain harmony between humans, nature, and the Creator; This approach teaches knowledge about the impacts of human behavior, fosters empathy and responsibility, and develops practical skills such as conservation, waste management, and sustainable agriculture that are in line with the Sustainable Development Agenda (SDGs), especially SDG 4 (Quality Education), SDG 13 (Climate Change Management), and SDG 15 (Ecosystem Sustainability). The method applied is descriptive qualitative research through a literature review, with data collection from accredited Sinta journals (2021–2025) which is strictly selected, followed by content analysis. The results of the study reveal the main innovations through the holistic framework of Islamic Environmental Education that integrates the ethical-spiritual elements of Islamic teachings with sharia-based green economy innovations, which have not been widely discussed in the conventional literature; The study also provides unique insights into the interaction between formal and non-formal curricula, community activities, and increased social inclusion, while also identifying specific barriers in Indonesia such as limited resources and low public awareness, which distinguish it from secular research that ignores spiritual and sharia aspects. Research implications include the formation of a more environmentally conscious generation, improved quality of life, the encouragement of sustainable innovation, and increased community participation.


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## INTRODUCTION

Environmental problems are getting worse and are now a big issue around the world that needs a quick solution. Things like changing weather, natural degradation, and reduced natural resources have a devastating impact on human life and its surroundings. Many human activities that are excessive, such as wasteful use of resources, indiscriminate deforestation, and air, soil, and water pollution, have damaged nature extensively. This situation indicates that our development pattern so far must be changed. Development should not only think about economic growth, but also maintain a balance between human needs and nature conservation. Therefore, we need to implement sustainable development, so that humans and nature can live in peace. To help sustainable development, education about the environment is essential. This education helps the community, especially young people, understand how important it is to protect nature. They will be able to gain the knowledge, attitude, and abilities necessary to live in harmony with nature. In addition, this education also builds awareness about the long-term impact of every action we take. As a result, it is hoped that a younger generation will be born who are more concerned and responsible for the environment. (Hidayat et al., 2024; Joko Mariyanto, 2025; March, 2024; Mubila et al., 2024; Susilawati et al., 2024).

In order for development to run for a long time without damaging nature, education about the environment is very important and should not be ignored. This education helps the community, especially young people, to have the necessary knowledge, attitudes, and abilities to live in harmony with nature. The goal is not only to make people understand more about the importance of protecting the environment, but also to make them aware that every daily action can have a big impact in the future. So, environmental education can form a generation that is more concerned and responsible in preserving nature. (Azka N. Achmad et al., 2024; Habin Sagala et al., 2024; Khoirunnisa et al., 2025; Ruslan & Musbaing, 2023).

Although environmental education is very important, its implementation in many countries, including Indonesia, still has many obstacles. The biggest problem is that people are not yet very aware of how important it is to protect nature. Many people, especially young people, do not know that daily habits such as using single-use plastics, wasting electricity, or carelessly throwing garbage can damage the environment. This often happens due to a lack of correct information and rarely socialization about environmental problems.

In addition, environmental education has not become a staple in schools. In the classroom, lessons about nature are often considered to be additional and not connected to the main subject. So, children only understand at a glance, not deeply. In fact, it is better to combine this lesson with other subjects such as science, geography, or even economics, so that students can more easily connect with their daily lives. Another problem is that the community does not participate in environmental education. Usually, the learning is only in the classroom. Supposedly, if people are directly involved, students can learn from real experiences. For example, participating in mutual cooperation to clean rivers or plant

trees, which can teach directly about the importance of protecting the environment and making people more concerned. Not to mention, the limitations of tools and materials are also a big challenge. Many schools lack teachers who understand the environment, the right textbooks, or facilities such as labs or school parks. As a result, this education is not optimal and its effects are limited. The situation is even more difficult because the rules from the government have not been fully supported. Often, environmental education has not been considered a priority, both in terms of funding and the content of the national curriculum.(Amelia Febriyanti, Cicilia Natalie, Meylane C. Manek & Kimberly, 2021; Darip et al., 2024; Sugandi et al., 2022; Susanto & Alhsani, 2023; Wenda Yuliani, Azizah Husin, 2023).

Although there are still many obstacles, education about the environment is still very important to support development that can go a long way without damaging nature. The main benefit is to form young people who care and are responsible for nature. If children are taught about the environment from a young age, they will grow up to be adults who are aware that every action, no matter how small, can have a good or bad impact on nature. Environmental education can also help improve the quality of life of the community. With enough knowledge, people can make smarter decisions to take care of their health and well-being. For example, if they know that pollution can be dangerous to health, they are more enthusiastic about reducing the use of motor vehicles and supporting clean air programs. In addition, this education can encourage the emergence of new ideas and discoveries that are environmentally friendly. Students can be trained to think creatively to find solutions to environmental problems. For example, they can create energy-efficient technologies, goods from recycled materials, or farming methods that can last a long time. Innovations like this not only protect nature, but also open up interesting business opportunities. No less important, environmental education makes the community more active in protecting nature. If people have a good understanding of environmental issues, they are more willing to participate in decisions, such as eco-friendly urban planning or natural resource conservation programs.(Faizah & Nugraheni, 2024; Fitriandari & Winata, 2021; Pravitasari & Nugraheni, 2024; Sianturi et al., 2024; Siburian, 2024).

Overall, previous research from 2021 onwards reinforced the role of Islamic education in the SDGs through ecological and social values, but was often limited to local or theoretical scales. This research complements Indonesia's innovative national approach, potentially becoming an actionable model for global sustainable development, encouraging deeper integration between religion, education, and policy.(Suhaimi et al., 2024; Walker et al., 2024).

Key research gaps include: (1) The lack of empirical studies evaluating the implementation of environmental education (including Islamic-based) in the national curriculum, so that education policy priorities are still not optimal and measurable; (2) Lack of research on the effectiveness of special teacher training in teaching environmental materials, which causes less in-depth understanding and application in the field; (3) Low analysis of multi-stakeholder collaboration (government, schools, communities, and

companies via CSR) to support environmental education programs, so that initiatives are often fragmented and less inclusive; and (4) there is no follow-up research measuring the real impact of these measures on barriers such as limited resources and public awareness in the Indonesian context. This gap shows the need for new research to test and develop sustainable implementation models.

The specific objective of this study is to identify the main obstacles in environmental education and recommend practical measures to address them, such as the integration of environmental materials into the national curriculum as a policy priority, special training for teachers to improve understanding and effective teaching, and encouraging collaboration between schools, governments, communities, and companies (through CSR for environmental facilities and activities). This aims to create a more holistic, inclusive, and open learning environment for all parties, in order to support sustainable development based on Islamic values in Indonesia.

## METHOD

This study uses a qualitative descriptive design to describe and understand in depth the phenomenon of the contribution of Islamic Environmental Education to sustainable development. This approach was chosen because it allows for a detailed exploration of social, ethical, and spiritual aspects without relying on quantitative data, making it more flexible in uncovering patterns and meanings from the existing literature. The main method used is literature review, which is efficient for analyzing secondary sources without requiring time-consuming and costly field data collection. This approach allows researchers to construct a holistic understanding of the topic, with a focus on the integration of Islamic values in environmental education.

**Data Collection:** Data is systematically collected from secondary sources, i.e. scientific literature relevant to the topic "Contribution of Islamic Environmental Education to Sustainable Development". The collection process is carried out through the following steps: (1) Literature search using academic databases such as Google Scholar, Sinta (Science and Technology Index) of the Ministry of Education and Culture, and national journal repositories, with keywords such as "Islamic Environmental Education", "Sustainable Development", "Khalifah fil Ardhi", "Sharia Green Economy", and related variations (in Indonesian and English); (2) The 2021-2025 literature only time frame to capture the latest developments; (3) The target is a minimum of 20-30 articles from Sinta-accredited scientific journals (at least Sinta 2) that are peer-reviewed, priority in educational, environmental, and Islamic studies journals.

Inclusion criteria to ensure quality and relevance, strict criteria are applied: Inclusion published 2021-2025, from the Sinta journal (Sinta 1-6), explicitly discusses the contribution of Islamic Environmental Education to sustainable development (including ethical-spiritual, curriculum, community action, or challenges in Indonesia), in Indonesian/English with an in-depth abstract.

The data was analyzed using qualitative content analysis techniques to identify key themes, patterns, and contributions. Research novelty: A complete approach, Islamic Environmental Education that unites Islamic ethic-spiritual with sharia green economics is rarely discussed in ordinary environmental education. Also, a real-world analysis of the combined school-home curriculum, community action, and social inclusion; plus Indonesia's unique challenges such as lack of resources and low awareness, which are the basis for a more equitable and faith-based model of environmental assistance. This is different from non-religious studies that ignore spiritual and sharia aspects. Benefits: Create a caring generation, improve the quality of life, encourage eco-friendly innovations, and engage the community more actively. Conclusion: Islamic Environmental Education is the main driver of sustainable development as a whole.

## RESULTS AND DISCUSSION

In the field of Islamic education and studies, the term Islamic Educational Environment (or more appropriately called Islamic Environmental Education) refers to a teaching method that unites Islamic teaching values with environmental issues. The goal is to build human awareness and a sense of responsibility towards the universe. This understanding is comprehensive, including spiritual, moral, social, and practical aspects, which aims to create a balance between humans, nature, and God (Allah SWT). Islamic Environmental Education is a learning process based on sharia rules to hone one's knowledge, attitudes, and abilities so that they can maintain the balance of nature as a mandate (entrustment) from Allah SWT. This is not just a side lesson, but a major part of tarbiyah (Islamic education) that highlights the concept of caliph fil ardhi (man as leader on earth, QS. Al-Baqarah: 30). Here, humans have an obligation to protect and take care of nature without damaging it.(Asrofi et al., 2025; Damanik et al., 2023; Desi Gustiara et al., 2024; Moh Abrori, Nora Karima Saffana, 2024; Nabila, 2021).

Sustainable Development (*Sustainable Development*) is a development concept designed to meet the needs of the current generation without sacrificing the ability of future generations to meet their own needs. In simple terms, this development aims to create a balance between economic growth, social welfare, and environmental conservation, so as not to cause long-term damage to nature and society.(Daud & Novrimansyah, 2022; Handini et al., 2025; Niza Utami et al., 2023; Situmeang et al., 2021; Suharyani & Djumarno, 2023) .

Sustainable development is a way of building that meets the needs of today's people without making it difficult for our children and grandchildren later. This development relies on three main foundations: economic, social, and environmental. All three must support each other and be balanced. If we only think about the economy while ignoring social and environmental issues, we will return to the old development pattern that is unfair and damages nature. The consequences of ordinary (conventional) development are very visible, such as the large gap between rich and poor countries. For example, 20% of people in developed countries hold 80% of the world's money, while 80% of people in developing countries only share 20%. As a result, many social problems,

such as the difficulty of accessing health services and education, plus widespread poverty. In addition, the wasteful use of natural resources such as petroleum and coal causes environmental destruction, such as dirty air and water, as well as disasters such as floods and droughts that are increasingly frequent, including in Indonesia. To address these issues, the concept of SDGs (Sustainable Development Goals) emerged, which was agreed at the UN meeting on sustainable development in Rio de Janeiro in 2012. The SDGs want to maintain a balance between three things: environmental, social, and economic. In order to achieve its goals, the SDGs use five basic principles, namely: People (ensure everyone has a decent life), Earth (protect nature so that it remains sustainable), Prosperous (create a happy and comfortable life), Peace (create a safe and just world), Cooperation (build collaboration between countries around the world). The big goals of the SDGs that must be completed by 2030 are: Eliminate poverty, Realize equality for all, Address climate change. Of the three, overcoming poverty is still a top priority because this problem is still severe in many countries.(Ardhana, 2024; Erlinnawati & Purwanto, 2024; Intan Wahyuningtyas Andin et al., 2024; Izzuddin, 2022; Wulandari, 2024).

In order to achieve the three major goals of the SDGs, namely eliminating poverty, creating equality for all, and tackling climate change, there are 17 world goals that must be pursued by all countries together. These goals include: Eliminate poverty, Overcome hunger, Ensure healthy and happy living, Provide good education, Realize equality between men and women, Provide clean water and proper toilets, Cheap and environmentally friendly energy, Fair economic growth and good jobs, Encourage industry, new ideas, and good buildings, Reduce the gap between people, Build sustainable cities and societies, Use and produce goods responsibly, Take steps to prevent climate change, Protect life at sea, Protect living things on land, Build strong, just, and peaceful institutions, Strengthen cooperation between countries to achieve all this. Responding to the 17 goals, the President of the UN General Assembly said that all these dreams can only be realized if the world lives in peace, security, and mutual respect for human rights. If countries are even more busy using money for war and weapons, the goals of the SDGs will not be achieved. You see, the money will only be wasted and will even destroy resources that should be used to build a better and more sustainable future.(Purnomo et al., 2025; Tyas et al., 2025).

Islamic Environmental Education (or Environmental Education from an Islamic Perspective) has a big role in supporting Sustainable Development. This is done by uniting the values of Islamic teachings, such as the concept of the caliph fil ardhi (man as the guardian of the earth, QS. Al-Baqarah: 30) and rahmatan lil alamin (compassion for all nature, QS. Al-Anbiya: 107). This method not only builds spiritual awareness, but also encourages concrete actions that are in line with the Sustainable Development Goals (SDGs) of the United Nations, such as SDG 4 (Good Education), SDG 13 (Fight Climate Change), and SDG 15 (Protect Life on Land). Here are its main roles and contributions, which are based on an analysis of literature and practice in Muslim countries such as Indonesia: Building Ethical and Spiritual Foundations for Environmental Awareness,

Integration into Formal and Informal Education Systems, Encouraging Practical and Community-Based Action, Contribution to Sharia-Based Green Economy, Social Empowerment and Inclusivity, Global Collaboration and Policy, Prevention and Mitigation of Environmental Crises.(Asdlori, 2023; Firdaus, 2024; Haerunnisa et al., 2023; Naldi et al., 2024; Putri et al., 2025).

Holistic Integration of Islamic Values with Environmental Innovation: Research finds that Islamic Environmental Education offers an innovative approach that combines ethical-spiritual elements of Islamic teachings, such as the concept of the human being as a caliph, with sharia-based green economic innovations. It is rarely explored in the conventional environmental education literature, thus making a unique contribution to establishing a balance between the spiritual and practical dimensions.

Curriculum Synergy, Social Challenges, and Their Differences with Secular Approaches: This study reveals the interaction between formal and non-formal curricula, community activities, and increasing social inclusion, while identifying specific challenges in Indonesia such as limited resources and low public awareness. It distinguishes a religious-based approach from secular environmental research that tends to ignore spiritual and sharia aspects, thus becoming the basis for a more inclusive model of intervention.

Based on content analysis from selected literature (Sinta journal 2021-2025), this study found that Islamic Environmental Education makes a significant and holistic contribution to Sustainable Development. This approach integrates Islamic sharia values with global environmental issues, creating a balance between humans, nature, and God. Key findings highlight the role of Islamic Environmental Education as a tarbiyah process that builds ethical-spiritual awareness, responsible attitudes, and practical skills, aligned with the SDGs (in particular SDGs 4, 13, and 15).

## CONCLUSION

Climate change, natural destruction, and resource decline demand a new development pattern that focuses not only on the economy but also on environmental conservation.

Role of Environmental Education: Knowledge (Building a scientific understanding of the impact of human actions on nature), Attitude (fostering concern, responsibility, and ethics of nature conservation). Skills (teaching eco-friendly practices: conservation, recycling, and sustainable agriculture).

Islamic Environmental Education is a tarbiyah rose that combines sharia and the responsibility of the caliph to maintain the balance of humans, nature, and the Creator. Sustainable Development is development that meets the needs of today without sacrificing the capabilities of future generations, based on economic, social, and environmental factors. Implementation Challenges: Low Public Awareness (many residents do not understand the impact of daily habits on the environment), Minimal Community Participation (field activities and community involvement are still lacking), Limited Curriculum (environmental education is often considered an add-on, not a core

part of learning), Limited Resources (teachers, teaching materials, and facilities (labs/parks) are inadequate).

Benefits of Environmental Education: Forming a Caring Generation, Fostering a responsible attitude towards nature from an early age, Improving the Quality of Life, Healthier and more sustainable decisions in people's daily lives, Eco-Friendly Innovations, Encouraging energy-saving ideas and technologies and recycled materials, Public Participation More citizens are involved in conservation policies and programs.

Islamic Environmental Education is in line with the SDGs, especially SDG 4 (quality education), SDG 13 (climate action), and SDG 15 (life on land) by combining spiritual values and practical actions.

Qualitative Descriptive Design Research Method with literature study using strict inclusion/exclusion criteria (source 2021–2025, Sinta accredited journal). Data Content analysis of literature related to the contribution of Islamic environmental education to sustainable development. Islamic Environmental Education contributes significantly to sustainable development through ethical values, educational integration, community action, and green economic innovation. Next Steps Implement curriculum policies, train teachers, encourage community and partner engagement, and support advanced research.

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