

# Development of Environmentally Conscious Islamic Religious Education Curriculum at Elementary, Secondary, and Tertiary Education Levels

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## Abstract

The aim of this study is to identify and analyze environmentally conscious approaches that can be integrated into the Islamic Religious Education (PAI) curriculum at various levels of education, from elementary to tertiary education. This research also explores teaching strategies that can be used to introduce environmental concepts within the context of PAI. The research method employed is a literature review, involving the collection and analysis of relevant literature on environmental education, the PAI curriculum, and environmentally conscious approaches in religious education. The results of this research are expected to provide guidance for the development of a more inclusive PAI curriculum regarding environmental issues, as well as practical guidelines for PAI educators to integrate environmentally conscious aspects into their teaching. This research has the potential to make a positive contribution to sustainable religious education understanding and practices, promoting environmental awareness and social responsibility among students and university students. In conclusion, the integration of environmentally conscious perspectives into the PAI curriculum can be a crucial step in preparing the younger generation to face global environmental challenges in the future.

**Keywords:** Islamic Religious Education Curriculum, Environmental Awareness, Elementary, Secondary, Tertiary Education.

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## A. INTRODUCTION

Have you ever thought for a moment that religious education can be a driving force for change in our increasingly fragile environment? In a world that is constantly changing and a natural environment that is increasingly threatened, there is one aspect that is often overlooked: the role of Islamic Religious Education (PAI). What if PAI is not only a guardian of religious values but also a driving force for environmentally conscious change?

This is the essence of this discussion. This study aims to invite noble readers to explore the world of education, from elementary to higher education, and envision how the Islamic Religious Education curriculum can play a role in preserving and developing the inhabited environment. How do educators' efforts and vital roles contribute to integrating religious understanding with environmental awareness? Join us on this journey as we discuss the steps toward developing an environmentally conscious Islamic Religious Education (PAI) curriculum, one that not only prepares

the younger generation to understand religion but also empowers them to become agents of change who care about the future of our planet (Ulyan Nasri, 2023a). This is the time to understand how religious education can be a solution to the pressing environmental challenges (Ulyan Nasri & Abdul Malik Salim Rahmatullah, 2023)

The comparison between the research conducted by Fella Lahmar (2020) titled "Islamic Education: An Islamic 'Wisdom-Based Cultural Environment' in a Western Context" and the research titled "Development of Environmentally Conscious Islamic Religious Education Curriculum at Elementary, Secondary, and Tertiary Education Levels" can be observed through differences in focus, context, and research objectives (Lee & Harris, 2020)

Fella Lahmar's (2020) research focuses on the goals and impact of Islamic schools in an increasingly pluralistic Western context. The study explores the educational objectives, knowledge, and pedagogical practices of Islamic schools within the complex environment of Western society (Gholtash &

Yarmohammadian, 2011) Various data sources are utilized, including classical and contemporary literature on Islamic education, school census data from the Department for Education (DfE), information from Ofsted, and empirical case-study data from the researcher's doctoral thesis (Karimzadegan & Meiboudia, 2012)

On the other hand, the research titled "Development of Environmentally Conscious Islamic Religious Education Curriculum" is centered around the development of environmentally conscious approaches to be integrated into the curriculum of Islamic Religious Education (PAI) at elementary, secondary, and tertiary education levels (Sonbul & Çelik, 2023). The research aims to identify and analyze environmentally conscious approaches and teaching strategies that can be incorporated into the PAI curriculum (Arvaisis *et al.*, 2021). The research methodology employed is a literature review, encompassing relevant literature on environmental education, PAI curriculum, and environmentally conscious approaches in religious education (Rissanen, 2012)

The implications of Fella Lahmar's, research provide profound insights into the wisdom of Islamic education in the pluralistic Western context, contributing to sustainable understanding and practices of religious education while enhancing environmental awareness and social responsibility (Lahmar, 2020). Meanwhile, the "Development of Environmentally Conscious Islamic Religious Education Curriculum" is expected to offer practical guidance for PAI educators to integrate environmental aspects into their teaching, potentially making a positive contribution to sustainable religious education practices and promoting environmental awareness among students and university students (El Kazdouh *et al.*, 2022). These differences reflect the unique focus of each study in addressing specific challenges within the context of Islamic education in the West and relevant environmental issues in the PAI context (Toker, 2021)

The research "Development of Environmentally Conscious Islamic Religious Education Curriculum" holds its own position and uniqueness when compared to the study "Islamic Education: An Islamic 'Wisdom-Based Cultural Environment' in a Western Context." The position of the "Development of Environmentally Conscious Islamic Religious Education Curriculum" research can be described as an effort to develop an Islamic religious education approach that considers environmental aspects, particularly within the Islamic Religious Education (PAI) curriculum (Chaudhary & Rubin, 2011). This research seeks to address global environmental challenges by integrating environmental concepts into the teaching of Islamic education, thereby making a positive contribution to students' understanding and behavior regarding environmental issues (Hastasari *et al.*, 2022).

The uniqueness of this research lies in its specific focus on the environmental aspect within the context of Islamic religious education. The study explores ways to incorporate sustainability values and environmental awareness into the PAI curriculum, making it a crucial step in preparing the younger generation to face global environmental challenges.

## B. METHOD

The research methodology employed in this study is a literature review, focusing on the development of an Environmentally Conscious Islamic Religious Education (PAI) curriculum at the elementary, secondary, and tertiary education levels (Evensen, Dorothy H *et al.*, 2021). Here are the details of the applied research method:

### 1. Literature Review

- a. Environmental Education Approaches: Examining various approaches applied in global environmental education (Gill *et al.*, 2023)
- b. PAI Curriculum: Identifying key elements in the PAI curriculum relevant to environmental understanding and sustainability values (Ulyan Nasri, 2023b)
- c. Environmentally Conscious Approaches: Reviewing literature related to environmentally conscious approaches in the context of religious education, both nationally and internationally (Yang, Tian & Hong, Xiumin, 2022)

### 2. Literature Collection

Written Sources: Collecting books, scholarly journals, articles, and relevant documents discussing environmental education, PAI curriculum, and environmentally conscious approaches (Sweller, John, 2020)

### 3. Literature Analysis

- a. Perspective Identification: Analyzing literature to identify various perspectives and practices related to the development of an environmentally conscious PAI curriculum (Arroyo-Vázquez *et al.*, 2023)
- b. Knowledge Gaps: Evaluating literature to identify knowledge gaps that can be addressed by this research (Patton, M. Q., 2002)

### 4. Concept Synthesis

Integration of Understanding: Synthesizing concepts from relevant literature to form a foundational framework for the development of an environmentally conscious PAI curriculum (Tan, J., 2010)

### 5. Curriculum Development Guidelines

Innovative Recommendations: Producing innovative guidelines for the development of the PAI curriculum that can be integrated with environmental and sustainability principles (Hashimov, 2014)

This research aims to contribute to the development of a PAI curriculum that considers environmental issues and prepares the younger generation to become agents of change who care about the future of the Earth (Goss, 2022) By integrating religious understanding and environmental awareness, it is expected that this curriculum can provide a foundation for a holistic understanding of our duties and responsibilities towards the environment (Rastogi *et al.*, 2021)

## C. DISCUSSION AND RESULT

### 1. Development of Islamic Religious Education (IRE) Curriculum: Elementary, Secondary, and Higher Education

The development of the Islamic Religious Education (PAI) curriculum at the elementary, secondary, and tertiary levels is an important issue in the context of education in Indonesia (Ronald Lukens-Bull, 2010). The PAI curriculum should be carefully designed to fulfill various educational objectives, understand the needs of students at different educational levels, and consider the role of religion in shaping individual character and ethics (Moch. Edwin Adityah Pramana & Syunu Trihantoyo, 2021) Here are some aspects to consider in the discussion of the development of the PAI curriculum at these three educational levels: *First*, Educational Objectives: The discussion should begin by identifying the primary objectives of teaching PAI at different educational levels (Alnaim *et al.*, 2023). Are the objectives more focused on understanding religious concepts, character development, or other social aspects?

#### *Second*, Student Needs

The PAI curriculum should be designed while considering the varying needs and developmental stages of students at different educational levels. The discussion should include how the curriculum can be tailored to match the characteristics of students at each educational level (Wina Sanjaya, 2020, p. 45)

#### *Third*, Environmental Awareness Integration

In a broader context, the development of an environmentally conscious PAI curriculum should also be considered (Dei & Kempf, 2023). How can environmental concepts be integrated into the PAI curriculum to cultivate a generation that cares about the environment?

#### *Fourth*, Teaching Methods:

The discussion should consider effective teaching methods for delivering PAI at different educational levels. The methods suitable for elementary school students may differ from those suitable for college students (Wardana, 2020, p. 32)

#### *Fifth*, Social and Cultural Context

Cultural and social aspects should also be taken into account in the development of the PAI curriculum.

How can local values and cultural elements be integrated into religious education?(P. Go. Carm, 1989, p. 67).

#### *Sixth*, Assessment and Measurement:

An important part of curriculum development is designing an evaluation and measurement system that aligns with the learning objectives. How will the teaching of PAI be assessed and measured at various educational levels?

#### *Seventh*, Stakeholder Involvement:

The curriculum development process should involve various stakeholders, including teachers, parents, and religious communities (Otto Soemarwoto, 2020, p. 23) How to involve them in the decision-making process and curriculum implementation? *Eighth*, Curriculum Renewal: The discussion should also cover the renewal or updates of the PAI curriculum (Muhammad Ali, 2020, p. 37) How will this curriculum be updated and adjusted to keep pace with the times and changes in society?

The development of the PAI curriculum at the elementary, secondary, and tertiary levels is a crucial step in preparing a generation with a strong understanding of religion, good character, and awareness of environmental and social issues. Therefore, thorough discussion and planning in this regard are essential for achieving optimal educational goals.

### 1. Environmental-Focused Islamic Religious Education Curriculum

Environmental awareness in the context of the Islamic Religious Education (PAI) curriculum refers to the integration of understanding and awareness of environmental issues into the teaching materials and teaching approaches within the PAI subject (Mujiono Abdillah, 2020, p. 29) This encompasses an understanding of human responsibility towards nature and efforts to promote a caring attitude and sustainable actions towards the environment within the framework of Islamic teachings (Suyadi *et al.*, 2022)

Here are some reasons why environmental awareness is relevant in religious education:

#### *First*, Religious Teachings Firmness:

Islamic teachings emphasize the importance of preserving the environment and Allah's creatures (Abdul Qadir Djaelani, 2021). The Quran and Hadith contain many guidelines on the need to protect the environment, care for plants, animals, and natural resources (Kolkailah, 2023). *Second*, Character Education: Religious education plays a significant role in shaping individual character. Incorporating environmental components into the PAI curriculum helps shape characters that are concerned about the environment and society (Dwi Runjani Juwita, 2020)

**Third, Social Awareness:**

Environmental awareness is also related to social consciousness. Religious education can teach about justice, diversity, and social responsibility, all of which are interconnected with environmental issues (Sileshi Fufa & Abdiyo Ensene, 2023).

**Fourth, Global Context:**

In an increasingly globalized and interconnected world, environmental issues become global concerns. Religious education can help students understand their role in this global context (Agus Jatmiko, 2020)

**Fifth, Developing the Future Generation:**

Through religious education, we can prepare the younger generation to be future leaders with a better understanding of environmental challenges and how to address them (Saada, 2023).

**Sixth, Sustainability:**

In the context of climate change and increasing environmental degradation, a religious understanding that focuses on sustainability and wise resource management becomes crucial (Roy *et al.*, 2020).

**Seventh, Relevance to Everyday Life:**

Environmental issues are not only relevant on a global scale but also in daily life (Ali Usmar, 2014). Religious education can provide students with practical understanding and guidance for leading an environmentally friendly everyday life (Mustakim, 2020)

By integrating environmental awareness into the PAI curriculum, religious education can play a significant role in shaping individuals with a deeper understanding of their faith and a heightened awareness of pressing environmental issues. It also contributes to creating a generation that is more responsible and caring for the future of our planet.

## 2. The Objective of Developing an Environmentally Focused Islamic Religious Education (PAI) Curriculum

The primary goal of developing an environmentally focused PAI curriculum is to create a more holistic and relevant religious education that addresses contemporary challenges, especially those related to the environment. (Maizer Said Nahdi & Aziz Ghufon, 2006) This goal encompasses several important aspects, including:

**First, Deeper Religious Understanding:**

One of the main objectives is to enhance students' deep understanding of Islamic teachings (Chaudhary & Rubin, 2011). This includes understanding the values, ethics, and principles of Islam that are relevant to environmental issues, such as social

justice, sustainability, and responsibility towards Allah's creation (Seddighi *et al.*, 2023).

**Second, Environmental Awareness:**

Another goal is to raise students' awareness of urgent environmental issues, such as climate change, pollution, and biodiversity loss. This helps students understand the impact of human actions on the environment and fosters empathy towards the natural world (Yusuf al-Qardhawi, 2020, p. 17)

**Third, Responsibility towards the Environment:**

The development of an environmentally focused PAI curriculum also aims to encourage students to internalize their responsibility towards the environment (Ridhwan & Wardhana, 2019).

**Fourth, Character Education:**

This goal is also related to shaping students' character. By incorporating environmental awareness into the PAI curriculum, character education becomes more comprehensive, producing a generation with strong ethics and responsibility towards the environment and society (Suparman & Nasri, 2024). Students are expected to identify their roles in preserving nature and natural resources and take actions that support sustainability (Wardana, 2018, p. 51).

**Fifth, Contribution to Society and the World:**

The development of an environmentally focused PAI curriculum also aims for students to become agents of positive change in society and the world. They are expected to bring their religious understanding and environmental awareness into their daily practices and contribute to solutions for global environmental issues (Otto Soemarwoto, 2020, p. 65)

In other words, the primary goal of developing an environmentally focused PAI curriculum is to create individuals who are more conscious of the role of religion in environmental conservation and who are responsible and proactive in preserving and protecting the natural world in accordance with Islamic teachings. This goal encompasses deeper religious understanding, awareness, and responsibility towards the environment.

## 3. Integration Paradigm: Environmentally Focused Islamic Religious Education (PAI) Curriculum at the Elementary, Secondary, and Tertiary Education Levels

Integrating an environmentally focused Islamic Religious Education (PAI) curriculum requires careful planning and implementation (Abdul Qadir Djaelani, 2021, p. 21) Here are the steps that can be taken to carry out this integration:

- a. Identify Goals and Competencies: Determine the main objectives of integrating an environmentally focused PAI curriculum. Identify what competencies you want to develop in students regarding religious

- understanding and environmental awareness (Departemen Agama RI, 2000, p. 26)
- b. Review Curriculum Content: Examine the existing PAI curriculum materials. Identify parts that can be integrated with environmental issues. Also, consider the available PAI textbooks to determine if there is already relevant material or if additional content needs to be added (Rusli, 2010)
  - c. Develop a Lesson Plan: Plan lessons that integrate religious and environmental concepts. Ensure that the materials incorporate religious understanding with practical applications related to environmental issues. You can plan lessons around specific topics, such as environmental justice, sustainability, and responsibility towards nature (Muhdi, 2020)
  - d. Identify Learning Resources: Find appropriate learning resources, such as books, articles, videos, or online materials that support environmentally focused learning within the context of Islamic education. Ensure that these resources are suitable for the students' educational level (Jaschok & Chan, 2009)
  - e. Integrate into Teaching Methods: During the teaching process, use methods that support curriculum integration. This may include classroom discussions, student projects, case studies, or field trips related to environmental issues (Syaiful Bahri Djamarah, 2020, p. 34)
  - f. Evaluate Learning Outcomes: Create appropriate assessment tools to measure students' understanding of religious concepts and environmental awareness. This can include tests, projects, or presentations. Ensure that you assess the achievement of the established competencies (Marien, 2002)
  - g. Collaborate with Fellow Teachers: If you work as part of a teaching team, collaborate with other PAI teachers. Discuss teaching strategies and materials to ensure consistency in environmentally focused instruction (Siti Aniqoh, 2021)
  - h. Student Engagement: Actively involve students in the learning process. Encourage them to participate in environmental projects or social activities related to environmental issues (Waritsman & R, 2022)
  - i. Evaluation and Improvement: Periodically evaluate and update the environmentally focused PAI curriculum. Learn from what works and what needs improvement. Consider feedback from students and teachers to continually enhance the instruction (Novebri, 2021)
  - j. Promote Environmental Awareness: In addition to the classroom, promote environmental awareness throughout the school environment. This can include environmental programs, waste management initiatives, and activities

that support sustainability (Aifin Zaidin, 2020, p. 31)

- k. The integration of an environmentally focused PAI curriculum requires ongoing commitment, planning, and supervision. With these steps, religious education can become an effective tool for shaping a generation that is more aware, caring, and responsible towards the environment and religious values.

#### **4. The Differences in Implementation at the Level of Educational Institutions**

The differences in approach or focus in developing an environmentally focused Islamic Religious Education (PAI) curriculum at each educational level, namely elementary, secondary, and tertiary (P. Go. Carm, 2021, p. 45). These differences are related to the characteristics and needs of students at each educational level. Here is a general overview of the differences in approach or focus:

##### **Elementary Education**

###### **First, Fundamental Understanding:**

At the elementary education level, the approach is focused on building a fundamental understanding of religion and the environment (Campbell, 2014). Students are introduced to basic concepts of religion and the environment.

###### **Second, Playful and Active Approach:**

Teaching can be done through playful and active approaches. For example, through stories, games, or practical activities that build environmental awareness (Agus Jatmiko, 2020)

##### **Secondary Education**

###### **First, Enhanced Understanding:**

At the secondary education level, there is a deeper approach to understanding religion and the environment. Students will be encouraged to grasp religious concepts and how they are relevant to more complex environmental issues (Hassan & Zailaini, 2013).

###### **Second, Engagement in Projects:**

Students can get involved in larger environmental projects, such as reforestation, environmental awareness campaigns, or small research projects related to the environment. (Muti'atul Chasanah, 2022)

##### **Tertiary Education**

###### **First, In-Depth Understanding Development:**

At the tertiary education level, the focus is on developing a deeper understanding of religion and the environment. Students are expected to have more critical and analytical knowledge related to these issues.

**Second, Research and Active Engagement:**

College-level students may engage in more in-depth research on the relationship between religion and the environment. They may also participate in larger, impactful social and environmental projects (Ridhwan & Wardhana, 2020)

These differences not only encompass the level of understanding complexity but also teaching methods and the level of student engagement (Nasri, 2024). However, the overall goal remains the same: to produce individuals with a deep understanding of religion and a strong awareness and responsibility towards the environment, tailored to their developmental level.

**5. Methods of Implementation**

Teaching environmental awareness in the Islamic Religious Education (PAI) curriculum can be implemented through various creative methods and approaches. Here are some methods and approaches that can be used to introduce environmental concepts to students:

**First, Classroom Discussions:**

Conducting classroom discussions on relevant environmental issues within the context of Islamic teachings. These discussions can focus on religious texts, such as verses from the Quran or Hadith, that contain teachings about environmental protection (Hendra, 2020, p. 45).

**Second, Case Studies:**

Using real-life case studies of environmental issues in the local or global community. Students can analyze these problems from the perspective of Islamic teachings and seek appropriate solutions (Ruslia, 2020, p. 23).

**Third, Field Trips:**

Organizing field trips to environmentally relevant locations such as national parks, conservation areas, or environmental projects. Students can learn firsthand about ecosystems and the challenges they face. (Sardiman, 2011, p. 17).

**Fourth, Environmental Projects:**

Encouraging students to participate in environmental projects at their school or within their community. They can engage in activities such as tree planting, waste management initiatives, or environmental awareness campaigns (Aifin Zaidin, 2020, p. 41).

**Fifth, Use of Technology:**

Utilizing technology such as videos, animations, or multimedia presentations to visualize environmental concepts. This can make the material more engaging and easier to comprehend (Anshori, S., 2020).

**Sixth, Role-Playing:**

Employing role-playing or dramatization to depict situations related to environmental issues. This helps students understand the impact of their actions on the environment (Seddighi *et al.*, 2023).

**Seventh, Reading and Text Analysis:**

Analyzing religious texts such as verses from the Quran or Hadith quotations that are related to the environment. Students can understand the environmental messages contained within these texts (Feise-Nasr, 2023).

**Eighth, Ethical Discussions:**

Encouraging students to engage in discussions about ethics and human responsibilities towards nature. Discussing concepts such as "*amanah*" (trusteeship) and "*khalifah*" (stewardship) of the environment in Islam (Mujiono Abdillah, 2020, p. 29).

**Ninth, Research Projects:**

Providing students with the opportunity to conduct research on environmental issues they are interested in. They can develop research projects and produce reports on their findings (Petoft *et al.*, 2023).

**Tenth, Interdisciplinary Approach:**

Integrating the PAI curriculum with other subjects such as social sciences, science, or economics related to the environment. This helps students understand environmental issues from various perspectives (Ilham, 2020).

You're absolutely right. Effective approaches will indeed vary depending on the level of education, student characteristics, and available resources. It's important to make environmentally conscious teaching engaging, relevant, and practical so that students can better internalize the values of the environment and Islam. This not only enhances their understanding but also encourages them to take responsible actions in their daily lives and in the broader context of protecting the environment.

**6. The Benefits of Implementation**

The development of an environmentally-oriented Islamic Religious Education (PAI) curriculum has significant benefits for students, society, and the environment (Oemar Hamalik, 2020, p. 25). Here are some of the main benefits:

**Benefits for Students****First, a Deeper Understanding of Religion:**

Students will gain a deeper understanding of Islamic teachings and how they relate to environmental issues. This helps strengthen religious values in their lives.

**Second, Environmental Awareness:**

An environmentally conscious curriculum helps raise students' awareness of pressing environmental issues such as climate change, pollution, and biodiversity loss (Jumarddin La Fua, 2020).

**Third, Environmental Responsibility:**

Students are encouraged to internalize their responsibility towards the environment. They learn to respect the creation of Allah and preserve the universe.

**Fourth, Character Education:**

This curriculum helps shape students' character with values such as caring, cooperation, and social responsibility.

**Fifth, Practical Skills:**

Students can develop practical skills in environmental conservation, such as waste management, afforestation, or energy conservation (Fatah *et al.*, 2023).

**Benefits for Society****First, a More Environmentally Aware Society:**

With educated students on environmental issues, society becomes more aware of environmental protection and sustainability.

**Second, Critical Thinking:**

Society can develop critical thinking about environmental and religious issues, which can aid in wiser decision-making.

**Third, Participation in Environmental Action:**

Trained students can engage in environmental projects and social activities that support sustainability.

**Fourth, a Sustainable Society:**

Enhanced understanding of religion and the environment in society can drive change towards more sustainable lifestyles (Agus Jatmiko, 2020).

**Benefits for the Environment****First, Environmental Conservation:**

With greater awareness and actions towards the environment, environmentally-conscious Islamic Education curricula can help protect the universe and maintain ecosystem balance. (Ratna Dewi, 2021).

**Second, Reduction of Negative Impacts:**

Environmentally-aware students can reduce the negative human impacts on the environment, such as pollution and excessive use of natural resources.

**Third, Resource Conservation:**

This education can promote an understanding of the importance of conserving natural resources and their sustainable use (Muslim, 2020).

The environmentally-oriented PAI curriculum can shape more sustainable thinking and behavior by

creating a generation with deep religious understanding and strong environmental awareness. This helps create a sustainability-oriented society that contributes to the preservation of the environment for a better future.

**7. Challenges or Constraints in Its Implementation**

Developing and implementing environmentally conscious Islamic Religious Education (IRE) curricula faces various challenges and obstacles. (Ahsan Muzadi & Siti Mutholingah, 2019) Some of these include:

- a. **Resource Limitations:** Schools may have resource limitations, including textbooks, teaching materials, or teacher training required to integrate the environment into the IRE curriculum. Budget constraints can be a hindrance to acquiring additional resources (Wardana, 2020, p. 78)
- b. **Packed Curriculum:** Educational curricula are often already packed, and adding environmentally conscious components can make them even more crowded. This can be a challenge for teachers who must balance including environmental material with other IRE content (Eka Budianta, 2021, p. 65)
- c. **Teacher Understanding:** Not all IRE teachers may have sufficient understanding of environmental issues or how to integrate them into their teaching. Additional training may be required to enhance teachers' understanding (Nasri, Ulyan, 2023c)
- d. **Resistance or Differences in Opinion:** Some individuals may have different views on how religion and the environment are related. This can lead to resistance to integrating environmentally conscious elements into the IRE curriculum (Nasri, Ulyan, 2023d)
- e. **National Standard Curriculum:** IRE curricula must comply with national educational standards, which may not explicitly include environmental aspects. This can complicate the integration of environmental elements into the curriculum (Nasri, 2020)
- f. **Student Understanding:** Students may not yet have a sufficient understanding of environmental issues or may view them as less relevant in the context of religion. Building environmental awareness and understanding in students can be a challenge (Nasri, 2015)
- g. **Evaluation and Measurement:** Creating appropriate assessment tools to measure students' understanding of environmentally conscious concepts within the context of IRE can be difficult. This needs to be considered in curriculum development (Kunandar, 2020, p. 65)
- h. **School Policy and Support:** Developing environmentally conscious IRE curricula may require support from school principals, school boards, and school policies. Without this

support, implementation can be challenging (Martini Jamaris, 2021, p. 87)

- i. **Continuity:** Integrating the environment into the curriculum is not a one-time project but should be continuous. Ensuring that the environmental focus remains consistent from year to year is a challenge in itself (Machali Arifi Sabarudin, 2020, p. 21)
- j. **Impact Measurement:** Measuring the impact of integrating environmentally conscious elements into the IRE curriculum can also be a constraint (Futaqi & Mashuri, 2023). How do we know if this approach is successful in shaping students' attitudes and actions toward the environment?

While there are many challenges in developing and implementing environmentally conscious Islamic Religious Education (IRE) curricula, careful steps, training, and support from all stakeholders can help overcome these barriers and make religious education an effective tool in shaping environmentally conscious generations.

## 8. Recommendations and Implications

Here are some recommendations for the development of Islamic Religious Education (PAI) curriculum with an environmental focus, as well as the implications of its use in primary, secondary, and tertiary education:

### Recommendations for the Development of Environmental-Focused PAI Curriculum:

#### **First, Involvement of Stakeholders:**

Involve PAI teachers, religious scholars, environmental experts, and the school community in curriculum development. This helps ensure that the environmentally-focused approach truly integrates religious teachings with relevant environmental issues (Randeree & Faramawy, 2011).

#### **Second, Developing Appropriate Teaching Materials:**

Identify relevant teaching materials from Islamic teachings that can be integrated with environmental issues. These materials should be carefully selected and tailored to the specific educational level (Unik Hanifah Salsabila, 2020)

#### **Third, Teacher Training:**

Conduct specialized teacher training on environmentally-focused teaching. Teachers should have sufficient understanding of environmental issues and how to effectively teach them.

#### **Fourth, Available Resources:**

Provide the necessary resources such as textbooks, audiovisual materials, and learning aids that support environmentally-focused teaching (Harpeni Dewantara, 2020)

#### **Fifth, Integrated Curriculum:**

Designing an environmentally-focused Islamic Religious Education curriculum that is integrated with other subjects such as social studies, science, or language. This creates a more holistic learning experience.

#### **Sixth, Project-Based Approach:**

Using a project-based approach where students engage in real environmental projects. This helps students experience environmental concepts in a practical way (Supardi, 2020, p. 37)

#### **Seventh, Sustainable Curriculum:**

Ensuring that environmental integration is a sustainable part of the Islamic Religious Education curriculum, not just a one-time project. This creates ongoing awareness and commitment to the environment. (Rahmani Abdi, 2020)

### The Implications of Using an Environmentally Conscious Islamic Religious Education Curriculum:

*First*, at the primary education level, the use of an environmentally conscious Islamic religious education curriculum can help shape students' characters with strong religious values and environmental awareness. It can also help students understand their roles in environmental conservation from a young age (Muzamil Qomar, 2020, p. 36).

*Second*, at the secondary education level, the implications of this curriculum are an increased understanding among students of the relationship between religion and the environment. Students can get involved in larger and impactful environmental projects (Zaenuddin, 2020, p. 43)

#### **Third, Higher Education:**

In higher education, the use of environmentally-focused PAI curricula can produce graduates who are more knowledgeable and responsible regarding environmental issues. It can also contribute to research and social activities focused on the environment.

#### **Fourth, Community Awareness:**

Implementing environmentally-focused curricula at all levels of education can raise community awareness about environmental issues relevant in the context of religion. Communities can become more environmentally conscious and better equipped to take positive actions.

#### **Fifth, Contribution to Sustainability:**

The most significant implication is the contribution to the sustainability of our planet. By producing graduates with deep religious understanding and environmental awareness, environmentally-focused PAI curricula can help address global environmental challenges (Otto Soemarwoto, 2020, p. 30).



The use of environmentally-focused PAI curricula has the great potential to shape a generation that cares about both religion and the environment (P. Go Carm, 2021, p. 74). With careful planning and implementation, religious education can be an effective means to promote environmental awareness and social responsibility at all levels of education.

## CONCLUSIONS

The development of environmentally-focused Islamic Religious Education (PAI) curricula at the elementary, secondary, and tertiary levels is a progressive step with broad positive impacts. It not only helps students gain a deeper understanding of Islamic teachings but also shapes their awareness and responsibility towards the environment. By integrating environmental concepts into the PAI curriculum, students have the opportunity to combine religious values with real actions in preserving the universe. This helps build students' character to be caring, responsible, and sustainability-minded. In society, it creates a more conscious, participatory, and sustainable environment.

On the other hand, the use of environmentally-focused PAI curricula also has positive implications for the environment itself. With a generation trained in caring for and preserving nature, there is potential to reduce human negative impacts on ecosystems and help protect the Earth's biodiversity. Thus, the development of environmentally-focused PAI curricula is a crucial step towards holistic education, combining religious values, environmental awareness, and commitment to sustainability. It is an investment in shaping a better future for future generations and our planet.

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