



Creating a Sustainable Green Environment in Philanthropy Religious-Based Schools: The Cases of Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools in Indonesia

M. Ilham^{1*}, Wan Jamaludin Z², Subandi³, Heni Noviarita⁴

^{1,2,3,4}Universitas Islam Negeri Raden Intan Lampung

*Corresponding Author: M. Ilham

*Email: ilhadim@hotmail.com

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ABSTRACT

This study is driven by the crucial mission of enhancing the quality of Islamic education and fostering a culture of environmental sustainability within Islamic boarding schools. Focusing on the emblematic cases of Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools in Indonesia, both epitomizing philanthropy and religious-based education, the research seeks to delve into the tangible outcomes of strategic initiatives. The primary goal is cultivating green, self-reliant, environmentally conscious communities deeply rooted in Islamic teachings. Utilizing a qualitative analysis, the study critically assesses the effectiveness of various strategies, including green infrastructure development, integration of environmental education, and active community engagement. The results vividly demonstrate the successful integration of religious principles with practical sustainability measures, resulting in tangible impacts such as heightened environmental awareness among students and staff. In conclusion, the findings hearten us to recognize the remarkable capacity of philanthropy religious-based schools in shaping sustainable green environments. Going beyond the specifics of these cases, the study underscores the importance of embedding sustainability principles into religious-based education. Moreover, it paves the way for future investigations to understand the lasting effects of sustainability initiatives on student behavior, academic performance, and community involvement within philanthropic, religious-based schools.

Keywords: Sustainability Initiatives; Philanthropy Religious-Based Education; Islamic Boarding Schools; Environmental Stewardship; Indonesia

1. Introduction

In Indonesia's diverse cultural and religious landscape, philanthropy-based religious education holds profound significance. With a predominantly Muslim population, Islamic principles deeply influence the Indonesian community [1]–[3]. This influence is particularly evident in education, where Islamic boarding schools, known as Pesantren, transcend traditional learning boundaries [4], [5]. These institutions provide knowledge and transform education into a journey seamlessly integrating religious teachings, moral values, and character development (Hamzah et al., 2021). Beyond being educational centers, these schools serve as nurturing environments for our youth's ethical and spiritual growth.

In Indonesia's cultural diversity, philanthropy-based religious education extends beyond religious instruction. It is a testament to the harmonious coexistence of various ethnicities and faiths, fostering a shared sense of unity among diverse communities. This educational approach acts as a unifying force, contributing to the distinctive identity of a nation while promoting an ethos of understanding and acceptance of the multitude of cultural traditions that enrich collective heritage.

Within this educational framework, the influence of Islamic teachings extends beyond the academic curriculum; it permeates every aspect of students' lives. The holistic development approach embraced by

Islamic boarding schools recognizes the interconnected nature of intellectual, emotional, and spiritual growth [6], [7]. It aspires to cultivate academically proficient individuals and well-rounded personalities with a strong moral compass.

At the core of philanthropy-based religious education lies a mission to instill values, morals, and character in students. Islamic principles are the foundation for this character-building, guiding students towards virtuous conduct in their personal and communal lives [8], [9]. It goes beyond textbooks, aiming to shape individuals who embody kindness, empathy, and integrity.

However, the impact of this education extends even further, resonating with the call for community service and social responsibility. Students are encouraged and play an integral role in activities contributing to the broader community's welfare. This commitment to philanthropy underscores the belief that education is not merely a pursuit for personal gain but a journey that should ultimately benefit society [10], [11].

In essence, philanthropy-based religious education in Indonesia, exemplified by Islamic boarding schools, is a living expression of cultural identity and ethical commitment. It represents a holistic educational approach that recognizes the interconnectedness of knowledge, morality, and spirituality. Through this unique blend, these institutions play a vital role in nurturing a generation of Indonesians who are not only academically adept but also possess the ethical fortitude to contribute meaningfully to their communities and beyond.

The contemporary era has witnessed a growing acknowledgment of the critical need for sustainable practices globally, with educational institutions emerging as key catalysts for promoting environmental stewardship [12], [13]. Within this broader context, sustainable initiatives in schools serve as integral components in cultivating responsible citizens who are aware of environmental challenges and actively contribute to conservation efforts. This becomes especially crucial in philanthropy religious-based education, where integrating sustainability initiatives facilitates a harmonious convergence of religious teachings and ecological responsibility.

Educational settings play a pivotal role in instilling values and shaping the perspectives of individuals. The commitment to sustainability within schools is not merely a trend but a profound dedication to preparing individuals who understand the intricacies of environmental conservation. In the specific context of philanthropy religious-based education, integrating sustainability initiatives becomes a meaningful bridge that connects religious principles with practical implementations of environmental stewardship. This synergy underscores that caring for the environment is not solely secular but aligns seamlessly with religious teachings emphasizing the Earth's responsible custodianship.

Moreover, the harmonious convergence of values in philanthropic, religious-based education signifies a recognition that religious teachings and ecological responsibility are not mutually exclusive but can coexist and mutually reinforce one another. This synergy extends beyond immediate environmental benefits; it fosters a holistic approach to education beyond academic knowledge. Graduates from institutions embracing sustainability initiatives are academically proficient and conscious stewards of the environment, capable of making informed and ethical decisions.

Integrating sustainability initiatives in philanthropic, religious-based education has broader societal implications [14], [15]. It reflects a conscientious effort to align education with the values of responsible citizenship, environmental stewardship, and the harmonious convergence of religious principles and ecological responsibility. This approach prepares individuals to navigate the complexities of the modern world with a deep-seated commitment to ethical and environmental principles, contributing positively to preserving our planet while upholding the values ingrained in philanthropy and religious-based education.

Educational institutions hold a profound influence in shaping the attitudes and behaviors of the generations they nurture. Beyond the conventional role of imparting academic knowledge, these institutions serve as platforms for instilling values beyond the classroom. The incorporation of sustainability into the ethos of schools signifies a commitment to environmental preservation. It goes beyond theoretical understanding, actively contributing to mitigating the impact of human activities on the planet. This integration is rooted in stewardship, responsibility, and care for creation. Students are immersed in a culture that emphasizes their role as stewards of the Earth, fostering a holistic perspective that extends to their daily lives and decision-making processes [16].

The emphasis on sustainability in educational institutions aligns with the intention to produce well-rounded individuals. While academic proficiency remains crucial, the broader perspective cultivated includes social and environmental consciousness. The multidimensional approach prepares students to navigate the complexities of the modern world with a comprehensive understanding of their role as responsible citizens. By integrating sustainability into their ethos, educational institutions equip students with the tools and mindset needed to contribute positively to their communities. This involves theoretical knowledge and active engagement in community-based initiatives, fostering a sense of responsibility and connection to the well-being of the broader community. Integrating sustainability into educational ethos ensures that students excel academically and become socially and environmentally conscious contributors to their communities, embodying the principles of stewardship, responsibility, and care for creation [17]–[19].

The primary objectives of this research are twofold. Firstly, the study aims to meticulously examine the sustainability initiatives that Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools have implemented. Through a comprehensive analysis, the research seeks to uncover the specific measures and strategies these institutions adopt to promote sustainability within their educational framework.

Secondly, the research aims to delve into the intricate dynamics of how Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools integrate religious teachings with their environmental stewardship initiatives. By understanding the symbiotic relationship between religious principles and sustainability practices, the research sheds light on the nuanced approaches these schools employ to harmonize their commitment to religious values with their dedication to ecological responsibility. These dual objectives collectively form the basis for a holistic exploration of the sustainability landscape within philanthropy religious-based education in Indonesia.

This research addresses a notable gap in the current scholarship concerning sustainability initiatives within philanthropic, religious-based education. While these institutions play a pivotal role in shaping ethical and responsible individuals, there is a lack of research examining sustainability initiatives in such educational settings in Indonesia. By focusing on Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools, this study contributes novel insights into the intersection of environmental stewardship and religious education, offering a unique perspective that adds depth to the existing body of knowledge.

Moreover, this research holds substantial implications for educational institutions globally, especially those with a philanthropic and religious foundation. Identifying successful sustainability initiatives within Islamic boarding schools is a practical guide for other institutions aspiring to infuse environmental stewardship into their educational ethos. The study offers concrete insights and best practices that can be adapted and implemented by diverse educational establishments seeking to align their values with sustainable practices.

Beyond the specific case studies of Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools, the study's outcomes are poised for broader application. The research can be a foundational resource for global discussion and initiatives related to sustainability in various educational settings. This inclusive approach fosters a cross-cultural exchange of ideas and practices, transcending geographic and religious boundaries. Ultimately, the study's outcomes are positioned to contribute to a wider discourse on sustainable practices in education and inspire positive changes beyond the immediate scope of the case studies.

2. Literature Review

Sustainability, recognized as pivotal for nurturing environmentally conscious citizens, is extensively studied. Recent research underscores the integration of sustainability principles into school missions, leading to improved academic performance and increased community involvement [20], [21]. Simultaneously, scholars delve into the intersection of religious teachings and environmental stewardship, showcasing how diverse religious traditions, such as Islam, inform sustainable educational practices [22], [23].

Religious-based education assumes a pivotal role by serving as a crucial conduit for instilling values related to the care of creation and fostering ecological responsibility among individuals. This educational approach aims to imbue students with a deep understanding and appreciation for the environment, emphasizing the ethical responsibility to preserve and protect the natural world. Integrating environmental themes within religious-based education provides a platform for nurturing a sense of ecological consciousness, encouraging individuals to consider their role as stewards of the Earth. In this context, educators and students actively engage with environmental education initiatives, shedding light on their motivations, challenges, and strategies employed to instill a sense of environmental conservation. Through this process, religious-based education becomes a dynamic force in shaping attitudes and behaviors, contributing to the development of individuals who are knowledgeable about environmental issues and actively committed to sustainable practices and ecological responsibility.

Islamic perspectives on environmental conservation are intricately explored and grounded in Quranic principles and Hadiths. Scholars unravel ethical concepts such as Amanah (trust) and Khilafah (stewardship), forming the foundation for sustainable behavior [24], [25]. Moreover, Islamic institutions actively contribute to environmental sustainability through advocacy, community engagement, and specific projects, exemplifying Islam's rich tradition of environmental conservation [26], [27].

Integrating sustainability and philanthropy in religious education emerges as a rich tapestry, transcending mere environmental considerations. Studies delve into how religious principles guide philanthropic activities promoting environmental sustainability. Philanthropic partnerships with educational institutions leverage resources, expertise, and community engagement for impactful sustainability projects, fostering social responsibility and ethical leadership [28], [29].

Challenges and opportunities in implementing sustainability initiatives are explored, shedding light on resource constraints, institutional resistance, and the critical need for capacity building. Despite challenges, collaborative partnerships and innovative solutions are key opportunities for overcoming barriers and advancing sustainability goals within philanthropy religious-based schools.

3. Research Methodology

This qualitative case study [30] explores the sustainability initiatives implemented at Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools in Indonesia, focusing on integrating sustainability practices within philanthropy-based religious education. The research population consists of individuals directly

engaged in sustainability initiatives at both schools, including administrators, teachers, students, and community members.

The chosen sampling technique is purposive sampling, selecting participants with an in-depth understanding of sustainability efforts at these schools based on their roles and involvement, aiming for diverse and representative insights. Semi-structured interviews are conducted with selected participants to gain profound insights into their perspectives and experiences regarding sustainability initiatives.

Document analysis is performed on school documents, reports, and sustainability policies to provide additional context and insights into the ongoing sustainability efforts. Direct observation is employed to witness the implementation of sustainability practices firsthand and capture contextual factors influencing these efforts.

Thematic analysis examines qualitative data from interviews, document analysis, and observations. Data triangulation, including concluding the synthesized data and member checking, further enhances the validity and reliability of the findings. The study strictly adheres to ethical considerations, ensuring informed consent from participants and maintaining confidentiality and anonymity throughout the research process.

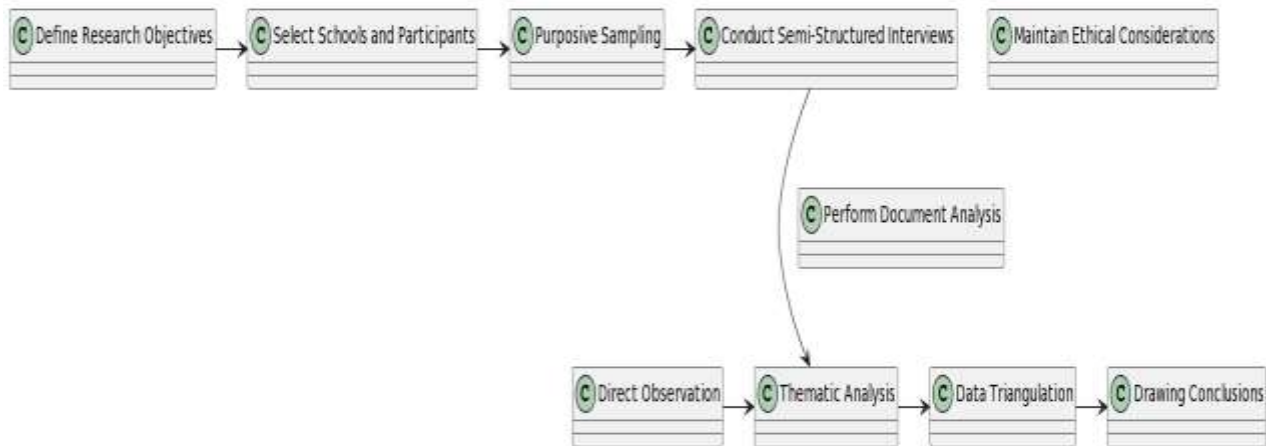


Figure 1. Research Methodology Flowchart

4. Results and Discussion

4.1. Curriculum-Based Environmental Programs

In Islamic boarding schools, comprehensive curriculum-based environmental programs were strategically integrated with sustainability principles to foster a profound sense of environmental awareness and responsibility among students. These initiatives were meticulously designed to seamlessly weave ecological considerations into various academic subjects, aiming to nurture environmentally conscious individuals equipped to address contemporary environmental challenges.

The curriculum-based environmental program spanned diverse subjects within these schools, including science, geography, and Islamic studies. Through active engagement in hands-on activities and projects, students delved into critical environmental topics such as renewable energy, waste management, and conservation practices. For example, science classes provided students with tangible insights into renewable energy sources through immersive experiments on solar power and wind energy, enabling them to grasp the practical applications of sustainable technologies.

Geography classes were dedicated to exploring local environmental issues, empowering students to propose innovative solutions, and fostering a deeper understanding of environmental complexities. Meanwhile, Islamic studies classes seamlessly integrated teachings on environmental stewardship, emphasizing the intrinsic value of preserving the natural world and prompting students to contemplate their roles as custodians of the Earth from an Islamic perspective.

Interdisciplinary projects in biology, chemistry, and Islamic education classes further enriched students' environmental education experiences. Biology classes facilitated immersive field trips and outdoor activities focused on exploring ecosystems and biodiversity, providing students firsthand experiences to deepen their understanding of natural environments. In chemistry classes, students conducted experiments related to pollution and waste management, acquiring practical skills essential for addressing environmental challenges in their communities. Additionally, Islamic education classes underscored environmental ethics and the concept of stewardship inherent in Islam, prompting students to reflect on their ethical responsibilities in safeguarding the environment as part of their religious teachings.

Through these interdisciplinary and holistic curriculum-based environmental programs, Islamic boarding schools aimed to instill knowledge, values, and practical skills necessary for fostering a sustainable and environmentally conscious society. These initiatives were foundational pillars in nurturing a new generation of individuals committed to environmental stewardship and equipped to address pressing environmental issues within their communities and beyond.

Islamic boarding schools strategically integrated comprehensive curriculum-based environmental programs to instill environmental awareness and responsibility in students, fostering knowledge and values for sustainable practices. This approach aligns with findings from prior studies highlighting the effectiveness of curriculum-based environmental initiatives in educational settings [31], [32].

4.2. Fiqh Environmental Integration Program

Fiqh Environmental Integration Program integrates environmental teachings (*fiqh al-Bi'ah*) into the broader religious curriculum of Islamic boarding schools. This initiative is a testament to the schools' commitment to enriching students' understanding of Islamic environmental ethics while establishing a strong connection between religious principles and sustainable practices.

Through the Fiqh Environmental Integration Program, students are provided with a comprehensive education on Islamic environmental ethics within the framework of their religious studies. This program goes beyond traditional religious teachings to incorporate environmental considerations into various aspects of the religious curriculum, fostering a holistic understanding of Islam's stance on environmental stewardship.

Integrating Fiqh Environmental into the religious curriculum enables students to recognize the ethical dimensions of environmental issues and their implications within an Islamic context. By exploring topics such as the ethical treatment of animals, conservation of natural resources, and responsibility towards the environment, students develop a deeper appreciation for the interconnectedness between their faith and environmental sustainability.

Moreover, the Fiqh Environmental Integration Program equips students with practical guidance on incorporating sustainable practices into their daily lives following Islamic teachings.

Islamic boarding schools set themselves apart through the Fiqh Environmental Integration Program, which fosters a comprehensive understanding of Islamic environmental ethics and provides practical guidance for sustainable living. This commitment to instilling ethical dimensions of environmental issues within an Islamic context aligns with findings from prior studies [33], [34], enriching students' understanding of environmental stewardship.

4.3. Human Resources Development in the Environmental Field

Within the Islamic boarding schools, a program has been implemented to enhance human resources in environmental matters. This initiative encompasses a range of activities, including training sessions, workshops, and capacity-building programs tailored for teachers, students, and community members. The outcomes of these efforts underscore a dedicated commitment to nurturing expertise in environmental stewardship within the school community.

The program's focus on human resources development underscores the school's recognition of the pivotal role played by individuals in driving meaningful change toward environmental sustainability. By providing targeted training and capacity-building opportunities, the schools empower teachers, students, and community members with the knowledge and skills necessary to engage actively in environmental stewardship initiatives. Teachers have the pedagogical tools and resources needed to integrate environmental education into their teaching practices effectively. Through training sessions and workshops, educators gain insights into innovative teaching methodologies and curriculum development strategies tailored to environmental education.

As the future custodians of the environment, students actively engage in capacity-building activities designed to foster leadership skills and environmental literacy. Workshops and training sessions provide students with practical knowledge of sustainable practices and empower them to become advocates for environmental conservation within their communities.

Community members, including parents and local stakeholders, are also actively involved in capacity-building activities to ensure a collaborative approach to environmental stewardship. The schools facilitate knowledge-sharing and promote collective action towards sustainable environmental practices by engaging the broader community.

Through their comprehensive human resources development program in environmental matters, Islamic boarding schools share a common commitment with other studies [13] and [35] to empower teachers, students, and community members with the knowledge and skills crucial for fostering environmental stewardship and driving meaningful change toward sustainability.

4.4. Islamic Boarding School Land Program

This initiative encompasses a range of sustainable land-use practices, green landscaping efforts, and the cultivation of eco-friendly spaces, demonstrating a holistic approach to environmental sustainability within the school premises.

The Islamic Boarding School Land Program underscores the schools' commitment to responsible land management practices, prioritizing environmental conservation and sustainability. By implementing sustainable land-use practices, such as organic farming, permaculture, and agroforestry, the schools aim to maximize the productive use of land while minimizing environmental impact.

Green landscaping initiatives play a pivotal role in enhancing the aesthetic appeal of the school premises while promoting biodiversity and ecosystem health. Through the strategic planting of native vegetation, the creation

of green corridors, and the establishment of rain gardens, the schools create vibrant and eco-friendly spaces that support local flora and fauna.

Furthermore, cultivating eco-friendly spaces within the school grounds is a living laboratory for environmental education and awareness. Students actively participate in gardening activities, composting initiatives, and habitat restoration projects, gaining hands-on experience in environmental stewardship while fostering a deeper connection with nature.

Islamic boarding schools' commitment to environmental sustainability, as seen in the Islamic Boarding School Land Program, aligns with previous studies' findings, highlighting the significance of integrating sustainable land-use practices and eco-friendly spaces for effective environmental stewardship [36]. This initiative reflects a shared understanding of responsible land management and its positive impact on productivity and ecological well-being.

4.5. Biodiversity Program

The findings of this study reveal a dedicated Biodiversity Program implemented within the Islamic boarding schools, signifying a strong emphasis on biodiversity conservation. This program encompasses a multifaceted approach, including educational activities, habitat preservation efforts, and initiatives to raise awareness about preserving diverse ecosystems within the school premises.

One key aspect of the Biodiversity Program is its focus on educational activities designed to enhance students' understanding of biodiversity and the ecological interconnections within their surroundings. Through engaging experiences such as nature walks, wildlife observation sessions, and biodiversity workshops, students are provided with firsthand opportunities to explore and appreciate the rich biodiversity present in their environment. These educational activities foster a deeper appreciation for diverse ecosystems and instill a sense of responsibility towards their preservation.

Habitat preservation efforts form another integral component of the Biodiversity Program, reflecting the schools' proactive stance towards protecting natural habitats. These efforts encompass a range of initiatives, including reforestation projects, wetland restoration activities, and the creation of wildlife corridors. By restoring and enhancing natural habitats, the schools aim to support local biodiversity and create sustainable ecosystems conducive to the thriving of native species.

Moreover, the Biodiversity Program strongly emphasizes raising awareness among students, teachers, and the broader school community about the importance of biodiversity conservation. Through targeted campaigns, interactive workshops, and educational materials, the schools seek to foster a deeper understanding of the value of biodiversity and the urgent need for its protection. These awareness-raising initiatives empower individuals to take meaningful action towards safeguarding biodiversity within their school environment and beyond.

Islamic boarding schools stand out by implementing a dedicated Biodiversity Program, emphasizing multifaceted efforts in biodiversity conservation. This distinctive approach engages students in educational activities, habitat preservation, and awareness initiatives, fostering a heightened sense of responsibility for ecological preservation within the school community [37], [38].

5. Conclusion

The findings of this study shed light on the commendable efforts of Darul Ishlah and Darussalam Syafa'at Islamic Boarding Schools in Indonesia to create a sustainable green environment within the philanthropy-based religious education framework. Integrating sustainability principles into various facets of the schools' operations reflects a comprehensive commitment to environmental stewardship.

The curriculum-based environmental programs demonstrate a holistic approach to education, ensuring that environmental awareness becomes integral to students' learning experiences. The incorporation of Fiqh Environmental underscores the interconnectedness of religious teachings and ecological responsibility, contributing to a more profound understanding of Islamic environmental ethics.

Furthermore, the emphasis on human resources development indicates a forward-looking approach, acknowledging the importance of equipping educators, students, and the community with the knowledge and skills necessary for effective environmental stewardship. The land management and biodiversity programs highlight the schools' dedication to holistic sustainability practices.

Overall, the results indicate that the philanthropy-based religious education at Darul Ishlah and Darussalam Syafa'at goes beyond traditional academic boundaries to instill environmental responsibility and sustainability values in students. The success of these initiatives, as evident in increased environmental awareness, highlights the effectiveness of the schools' strategies.

This study contributes to the broader discourse on integrating sustainability into religious-based education, providing valuable insights for educational institutions, policymakers, and communities interested in fostering environmentally conscious and responsible citizenship. The implications extend beyond the specific case studies, emphasizing the importance of aligning religious principles with tangible sustainability practices for a more sustainable and resilient future.

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