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Integrating Ecotheological Values to Strengthen Ecological Awareness in Aqidah Akhlak Learning

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Abstract

Environmental degradation has highlighted the importance of strengthening ecological awareness through education, including Islamic education. Integrating ecotheological values into Aqidah Akhlak learning has become an important approach to fostering students' responsibility for environmental conservation as part of practicing Islamic teachings. This study aimed to analyze the integration of ecotheological values into Aqidah Akhlak learning and its contribution to strengthening students' ecological awareness at MTs As'adiyah Belawa Baru. This study employed a qualitative approach using a case study design. Data were collected through interviews, observations, and documentation involving the principal, an Aqidah Akhlak teacher, and eight students. Data were analyzed using the interactive model of Miles and Huberman, while data trustworthiness was ensured through source and technique triangulation. The findings revealed that ecotheological values were integrated into learning through instructional materials, teaching strategies, teacher role modeling, and environmental habituation activities within the madrasah. This integration contributed to strengthening students' ecological awareness, as reflected in their improved understanding, attitudes, and environmentally responsible behaviors. The implementation of ecotheological values was supported by teachers' understanding, the principal's commitment, and a supportive madrasah culture, although it still encountered challenges related to limited facilities, instructional time, and the consistency of students' environmental behavior. This study confirms that integrating ecotheological values into Aqidah Akhlak learning contributes to strengthening students' ecological awareness while promoting the development of environmentally responsible character.

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Introduction

Environmental degradation has become one of the most pressing global challenges affecting the sustainability of human life. Various environmental issues, including climate change, pollution, deforestation, and the excessive exploitation of natural resources, indicate that ecological degradation is driven not only by technical factors but also by a lack of ethical and moral awareness in human interactions with the environment. This condition highlights that addressing environmental problems requires an integrated approach that combines knowledge, values, and spirituality to foster environmentally responsible behavior. In this context, education is regarded as a strategic instrument for strengthening ecological awareness through learning processes that continuously develop students knowledge, attitudes, and behaviors. (Rohman et al. 2024)

From an Islamic perspective, humans are regarded as *khalifah fi al-ardh* (stewards on Earth) entrusted with the responsibility of maintaining environmental balance and utilizing natural resources responsibly. This perspective forms the foundation of ecotheology, which establishes a close relationship between the principle of *tawhid* (the oneness of God) and ecological responsibility. Within Islamic education, ecotheology is understood not merely as a normative concept but also as a set of values that should be internalized through the learning process, enabling students to perceive environmental conservation as an integral part of practicing Islamic teachings. The integration of ecotheology into the Islamic Religious Education curriculum has been shown to strengthen environmental education through the systematic internalization of religious values and ecological ethics (Rohman et al. 2024). Such integration has become increasingly important because Islamic Religious Education, particularly Aqidah Akhlak learning, plays a significant role in fostering students' character development in accordance with Islamic values while cultivating environmental responsibility (Sapitri et al. 2025).

Growing attention has been directed toward the integration of ecotheology into Islamic education. (Rohman et al. 2024) argued that the Islamic Religious Education curriculum should incorporate ecotheological values as an integral component of environmental education. They further emphasized that strengthening environmental awareness becomes more effective when students actively participate in environmental conservation activities integrated with religious values. Likewise, (Taufikin 2025) demonstrated that ecotheology-based learning fosters ecological awareness by reinforcing the Islamic principles of *khilafah* (stewardship), *amanah* (trust), and *mizan* (balance) throughout the learning process. Collectively, these studies indicate that integrating religious values with environmental education plays a significant role in fostering students' ecological character.

Although studies on ecotheology in Islamic education have continued to expand, most existing research has primarily focused on the conceptual development of ecotheology, its integration into the broader Islamic Religious Education curriculum, and the implementation of environmental education programs in schools and Islamic boarding schools. Research specifically examining the integration of ecotheological values into Aqidah Akhlak learning at the Madrasah Tsanawiyah level remains limited. Furthermore, previous studies have paid relatively little attention to the relationship between teachers' understanding of ecotheological concepts, the process of value internalization in classroom learning, and its implications for strengthening student's ecological awareness. These

limitations highlight the need for empirical research that provides a comprehensive understanding of how ecotheological values are integrated into Aqidah Akhlak learning and how such integration contributes to fostering students' ecological awareness within the madrasah context.

Based on these research gaps, this study aims to analyze the integration of ecotheological values into Aqidah Akhlak learning and its contribution to strengthening students' ecological awareness at MTs As'adiyah Belawa Baru. The analysis focuses on teachers' understanding of ecotheological concepts, the process of integrating these values into classroom learning, their impact on the development of students' ecological awareness, and the factors that facilitate and hinder their implementation. The novelty of this study lies in its comprehensive examination of the conceptual, practical, and outcome dimensions of integrating ecotheological values into Aqidah Akhlak learning through a case study conducted at a Madrasah Tsanawiyah. Therefore, this study is expected to enrich the discourse on Islamic education by providing empirical evidence on how the internalization of ecotheological values through classroom learning contributes to strengthening students' ecological awareness.

Method

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the integration of ecotheological values into Aqidah Akhlak learning and its contribution to strengthening students' ecological awareness at MTs As'adiyah Belawa Baru. A case study design was selected because it enables researchers to investigate a phenomenon comprehensively within its real-life context. The research participants were selected through purposive sampling based on their involvement in and understanding of the research focus. The participants consisted of one principal, one Aqidah Akhlak teacher, and eight students who were actively involved in the learning process.

Research data were collected through observations, in-depth interviews, and document analysis. Observations were conducted to obtain a comprehensive understanding of the implementation of Aqidah Akhlak learning and madrasah activities that reflected the integration of ecotheological values. In-depth interviews were employed to explore participants' perspectives on their understanding of ecotheological concepts, the process of value integration, the supporting and inhibiting factors, and the implications of implementing ecotheological values for strengthening students' ecological awareness. Document analysis was used to complement the data by examining lesson plans, learning materials, photographs of school activities, and other relevant documents. Data were analyzed using the interactive model of Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. To ensure the trustworthiness of the findings, data credibility was established through source triangulation and methodological triangulation.

Results

Ecotheological Values in Aqidah Akhlak Learning

The Aqidah Akhlak teacher at MTs As'adiyah Belawa Baru perceived ecotheology as an Islamic value that emphasizes human responsibility for preserving, protecting, and utilizing the environment in a responsible and sustainable manner. This understanding was not merely viewed as a concept concerning the relationship between humans and Allah SWT but also as a guiding principle for fostering harmonious relationships with fellow human beings and the environment. Based on the interview findings, the teacher associated ecotheological values with the Islamic principles of *khilafah* (stewardship), *amanah* (trust), *mizan* (balance), and the prohibition against *fasad* (environmental destruction), which serve as the foundation for environmentally responsible behavior in everyday life.

This understanding was reflected in Aqidah Akhlak learning, where the instructional content was linked to environmental issues encountered in students' daily lives. The teacher provided practical examples highlighting the importance of maintaining classroom cleanliness, disposing of waste properly, caring for plants, and using natural resources responsibly. The observation findings indicated that these values were not only communicated verbally but were also reinforced through habituation practices implemented within the madrasah environment. These findings were further supported by the analysis of instructional documents, which demonstrated that the learning objectives and classroom activities were designed to foster students' environmental awareness as an integral part of practicing Islamic values.

Integration of Ecotheological Values into Aqidah Akhlak Learning

The integration of ecotheological values into Aqidah Akhlak learning at MTs As'adiyah Belawa Baru was carried out by linking the instructional content to environmental responsibility. The teacher incorporated the Islamic principles of *khilafah* (stewardship), *amanah* (trust), *mizan* (balance), and the prohibition of *fasad* (environmental destruction) into Aqidah Akhlak lessons, enabling students to understand that environmental stewardship constitutes an integral part of practicing Islamic teachings. The instructional process was not solely oriented toward developing students' understanding of religious concepts but was also directed toward fostering attitudes and behaviors that reflect responsibility for environmental sustainability.

The integration process was implemented through various learning activities that actively engaged students in the learning process. The teacher provided contextual examples related to environmental issues in the surrounding community, encouraged students to discuss the importance of maintaining environmental cleanliness, and promoted environmentally responsible behaviors as part of their daily routines within the madrasah. In addition, collective clean-up activities, plant maintenance, and the utilization of the madrasah environment as a learning resource constituted important components of the implementation of ecotheological values.

The observation findings indicated that the teacher not only delivered the instructional content theoretically but also demonstrated exemplary practices by actively participating in various environmental conservation activities alongside the students. These findings were further supported by documentation of learning activities and habituation

programs, which showed that ecotheological values had been integrated into both academic and non-academic activities within the madrasah environment.

The Impact of Integrating Ecotheological Values on Strengthening Students' Ecological Awareness

The integration of ecotheological values into Aqidah Akhlak learning had a positive impact on strengthening students' ecological awareness. This impact was reflected in students' enhanced understanding of the relationship between Islamic teachings and the responsibility to protect the environment. Based on the interview findings, the students recognized that maintaining cleanliness, caring for plants, and utilizing natural resources responsibly constitute integral aspects of practicing Islamic values. This understanding extended beyond cognitive knowledge, fostering an awareness that environmental conservation is a shared responsibility of every individual.

Changes were also evident in students' attitudes and behaviors in their daily activities within the madrasah environment. The observation findings indicated that students had developed the habit of maintaining classroom cleanliness, disposing of waste properly, caring for plants, and participating in collective clean-up activities organized by the madrasah. The Aqidah Akhlak teacher also reported that students demonstrated greater environmental responsibility following the integration of ecotheological values into the learning process. These findings were further supported by documentation of habituation programs, which revealed students' active participation in various environmental conservation activities as an integral part of the madrasah culture.

Supporting and Inhibiting Factors in the Integration of Ecotheological Values into Aqidah Akhlak Learning

The implementation of the integration of ecotheological values into Aqidah Akhlak learning was supported by several factors. The teacher demonstrated a strong understanding of the importance of environmental conservation as an integral part of Islamic teachings, enabling these values to be effectively integrated into both the instructional content and learning activities. Support from the principal through school policies promoting environmental cleanliness and sustainability further strengthened the implementation of the learning process. In addition, the madrasah's conducive natural environment, the presence of trees and other vegetation on the school grounds, and habituation programs such as collective clean-up activities and plant care provided students with opportunities to directly apply ecotheological values in their daily activities.

On the other hand, this study also identified several factors that hindered the implementation of the integration of ecotheological values. Students' environmental awareness had not yet been consistently demonstrated, indicating the need for continuous guidance and supervision. Differences in students' backgrounds and daily habits also influenced the implementation of environmentally responsible behavior within the madrasah. Furthermore, limited supporting learning facilities and time constraints prevented the teacher from developing more comprehensive environment-based learning activities. Nevertheless, these challenges did not diminish the madrasah's commitment to cultivating students' habit of applying ecotheological values in their daily lives.

Discussion

Ecotheological Values in Aqidah Akhlak Learning

This section focuses on interpreting the findings regarding the integration of ecotheological values into Aqidah Akhlak learning at MTs As'adiyah Belawa Baru. The findings are discussed by relating them to relevant theoretical perspectives and previous studies to provide a more comprehensive understanding of how ecotheological values are implemented in the learning process. The discussion is organized into four main aspects: the concept of ecotheological values, the process of integrating these values into Aqidah Akhlak learning, their impact on strengthening students' ecological awareness, and the supporting and inhibiting factors influencing their implementation.

These findings reinforce the view that ecotheology in Islamic education should not merely be understood as a normative concept but also as a set of values that are internalized through the learning process to foster students' ecological behavior. (Hasan, Mustaqim 2025) argued that integrating ecotheological values into learning plays a significant role in linking spiritual dimensions with ecological responsibility. Likewise, (Taufikin 2025) emphasized that Islamic education has a strategic role in promoting environmental awareness through the contextual internalization of religious values. This perspective is further supported by (Sapitri et al. 2025), who stated that the internalization of ecotheological values in Islamic Religious Education contributes not only to the development of students' religious character but also to the cultivation of environmental responsibility.

The findings of this study also indicate that teachers' understanding of ecotheological concepts is a key factor in determining the effectiveness of the learning process. Teachers with a strong understanding of these concepts are better able to relate Aqidah Akhlak learning materials to the environmental issues encountered by students, thereby making the learning process more contextual and meaningful. These findings are consistent with those of (Agustin 2023) who argued that value-based learning is more effective when teachers are able to connect instructional content with students' real-life experiences. Furthermore, (Wahyuni 2024) emphasized that strengthening ecological awareness requires the integration of knowledge, values, and habituation, enabling students not only to understand the importance of environmental conservation but also to apply these values in their everyday lives.

Unlike previous studies that have primarily examined ecotheology as a conceptual framework within Islamic education, this study provides empirical evidence that ecotheological concepts have been effectively implemented in Aqidah Akhlak learning at the Madrasah Tsanawiyah level. The principles of *khilafah* (stewardship), *amanah* (trust), *mizan* (balance), and *fasad* (environmental destruction) were not merely presented as instructional content but also served as the foundation for fostering students' ecological awareness through both classroom learning and habituation practices within the madrasah environment. These findings extend the existing body of knowledge on the implementation of ecotheology by demonstrating that Aqidah Akhlak learning can serve as an effective medium for integrating Islamic values with the development of environmentally responsible character.

Integration of Ecotheological Values into Aqidah Akhlak Learning

The findings of this study demonstrate that the integration of ecotheological values into Aqidah Akhlak learning was achieved not only through the delivery of instructional content but also through learning strategies and habituation practices that actively engaged students in the learning process. The integration of the Islamic principles of *khilafah* (stewardship), *amanah* (trust), *mizan* (balance), and *fasad* (environmental destruction) into classroom activities illustrates that Islamic education plays a broader role than merely transmitting religious knowledge. Rather, it serves as a medium for internalizing values, enabling students to connect Islamic teachings with their responsibility for environmental stewardship in their daily lives.

These findings are consistent with those of who argued that the successful integration of ecotheological values depends on teachers' ability to relate religious content to student's real-life experiences. The process of value internalization becomes more effective when students are actively engaged in contextual and practice-oriented learning experiences. Therefore, Aqidah Akhlak learning serves not only as a medium for delivering religious knowledge but also as a means of character development through meaningful learning experiences.

Learning that integrates values with authentic activities is more effective in enhancing students' engagement in the learning process while promoting sustainable behavioral change. In line with this, (Wahyuni 2024) emphasized that environmental education yields more effective outcomes when ecological values are continuously internalized through both classroom learning and school culture. The findings of this study demonstrate that the integration of ecotheological values at MTs As'adiyah Belawa Baru extends beyond classroom instruction and is reinforced through habituation practices, including maintaining environmental cleanliness, caring for plants, and utilizing the madrasah environment as a learning resource. These findings indicate that the learning process and the madrasah culture complement one another in fostering students' environmentally responsible character.

The primary contribution of this study lies in providing empirical evidence that the integration of ecotheological values into Aqidah Akhlak learning is achieved through the interconnected implementation of instructional content, learning strategies, teacher role modeling, and the madrasah culture. These findings extend previous research, which has predominantly focused on value integration within curriculum development or environmental education in general, by demonstrating that Aqidah Akhlak learning has considerable potential to serve as an effective medium for the systematic and sustainable internalization of ecotheological values.

The Impact of Integrating Ecotheological Values on Strengthening Students' Ecological Awareness

The integration of ecotheological values into Aqidah Akhlak learning contributed to strengthening students' ecological awareness. This contribution was reflected in students' enhanced understanding of the relationship between Islamic teachings and the responsibility for environmental stewardship, which was subsequently followed by positive changes in their attitudes and daily behaviors. These findings indicate that learning processes integrating religious values with environmental issues not only broaden

students' knowledge but also foster their awareness and commitment to translating these values into concrete environmental actions.

These findings are consistent with those of (Ritonga et al. 2024) who reported that the internalization of ecotheological values in Islamic Religious Education contributes to the development of students' religious character while simultaneously enhancing their environmental awareness. The present findings also corroborate those of (Taufikin 2025) , who demonstrated that the integration of ecotheology into Islamic education not only enhances students' understanding of ecological responsibility from an Islamic perspective but also promotes environmentally responsible behavior through teacher role modeling, contextual learning, and habituation practices in schools. Similarly, (Ruslan et al. 2024) argued that educational approaches integrating Islamic values with character development exert a stronger influence on students' attitudinal change than approaches that focus primarily on cognitive learning outcomes. Collectively, these studies suggest that strengthening students' ecological awareness requires learning experiences that effectively connect religious understanding with students' real-life experiences.

Furthermore,,(Agustin 2023) emphasized that the development of environmentally responsible character is more effective when students are provided with opportunities to put the values they have learned into practice through continuous activities. In the same vein, (Wahyuni 2024) argued that ecological awareness does not emerge instantly but develops gradually through consistent habituation within educational settings. The findings of the present study demonstrate that habitual practices, such as maintaining cleanliness, caring for plants, and participating in environmental conservation activities implemented in the madrasah, play a significant role in strengthening students' ecological awareness. Therefore, Aqidah Akhlak learning functions not only as a means of transmitting religious knowledge but also as an effective medium for character development oriented toward environmental responsibility.

Unlike previous studies, which have generally examined the impact of environmental education on students' behavior from a broader perspective, this study demonstrates that strengthening students' ecological awareness can be achieved through the integration of ecotheological values into Aqidah Akhlak learning. The findings reveal that religious understanding, habituation practices, and teacher role modeling complement one another in fostering environmentally responsible behavior among students. Therefore, this study provides empirical evidence that the integration of ecotheological values not only strengthens students' spiritual development but also contributes to the cultivation of ecological character, as reflected in their everyday behavior within the madrasah environment.

Supporting and Inhibiting Factors in the Integration of Ecotheological Values into Aqidah Akhlak Learning

The successful integration of ecotheological values into Aqidah Akhlak learning is influenced by multiple interrelated factors. Teachers' understanding of ecotheological concepts, the principal's support, and a school culture that encourages students to maintain cleanliness and environmental sustainability emerged as the primary factors supporting the implementation of the learning process. These findings suggest that the successful internalization of ecotheological values is determined not only by the

instructional content but also by the collective commitment of the entire madrasah community to creating a learning environment that fosters environmentally responsible character.

These findings are consistent with those of (Hasan, Mustaqim 2025), who argued that the implementation of ecotheology-based education requires synergy among teachers' professional competence, institutional policies, and school culture to ensure the sustainable internalization of ecological values. Likewise, (Romlah 2025) reported that the success of values-based education is strongly influenced by teacher role modeling and the consistent implementation of habituation practices within the school environment. Therefore, the madrasah functions not only as a place where learning takes place but also as a setting for character development through continuous and authentic educational practices.

On the other hand, this study identified several factors that continue to hinder the integration of ecotheological values into Aqidah Akhlak learning, including the inconsistent environmental awareness demonstrated by some students, limited supporting facilities, and insufficient instructional time. These findings indicate that fostering ecological awareness is a gradual and continuous process that cannot be achieved solely through classroom instruction. (Agustin 2023) emphasized that behavioral change requires consistent habituation over time, while (Wahyuni 2024) argued that the effectiveness of environmental education depends on supportive learning environments, teacher involvement, and students' active participation. Therefore, strengthening students' ecological awareness requires not only well-designed instructional strategies but also sustained support from the broader educational environment.

Unlike previous studies, which have tended to examine supporting and inhibiting factors separately, this study demonstrates that the successful integration of ecotheological values results from the interaction among teachers' competence, madrasah culture, institutional support, and students' active participation. These findings provide a broader understanding that strengthening students' ecological awareness is more effective when all members of the madrasah community collaborate in integrating ecotheological values into both the learning process and the school culture. Therefore, the implementation of ecotheology in Aqidah Akhlak learning should be supported by strong institutional commitment, teacher role modeling, and sustained habituation practices to foster environmentally responsible character more effectively.

Conclusion

This study demonstrates that the integration of ecotheological values into Aqidah Akhlak learning at MTs As'adiyah Belawa Baru has been implemented through the incorporation of the principles of *khilafah* (stewardship), *amanah* (trust), *mizan* (balance), and *fasad* (environmental destruction) into instructional content, learning strategies, and habituation practices within the madrasah environment. This implementation has contributed to strengthening students' ecological awareness, as reflected in their improved understanding, attitudes, and environmentally responsible behavior. The successful integration of ecotheological values was supported by teachers' understanding of ecotheological concepts, the principal's commitment, the madrasah's culture, and a supportive learning environment, although several challenges remained, including the

inconsistent environmental behavior of some students, limited supporting facilities, and insufficient instructional time.

This study contributes to the advancement of Islamic education by providing empirical evidence that Aqidah Akhlak learning can serve as an effective medium for internalizing ecotheological values while strengthening students' ecological awareness. Nevertheless, this research was conducted as a single-case study in one madrasah; therefore, its findings cannot be generalized to different educational contexts. Future research is recommended to involve a wider range of research settings, employ mixed-methods or quantitative approaches to examine the broader impact of integrating ecotheological values, and explore their implementation in other Islamic Religious Education subjects to develop a more comprehensive understanding of strengthening ecological awareness through Islamic education.

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