

The Implementation of Environment-Based Madrasah Culture in Islamic Religious Education Learning to Develop Students' Character

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ABSTRACT

Article Info: *Islamic Education that has important roles in developing student character in Indonesia aims to create high moral individuals who are able to positively contribute to the community. This research evaluates the implementation of environment-based madrasah cultures at MIN 1 Banyuwangi and the impact on student character development. Qualitative research method is used with data collection technique that includes interview, observation, and document analyses. The research results show that environment-based madrasah cultures at MIN 1 Banyuwangi have succeeded in developing students' characters of environmental caring, responsible, discipline, creative and independence. Integration of culture with Islamic Religious Education learning has also proven effective in instilling moral and spiritual values in students. In conclusion, the implementation of an environment-based madrasah culture can be an effective strategy in forming quality and environmentally aware student characters.*

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ABSTRAK

Pendidikan Agama Islam yang mempunyai peranan penting dalam pengembangan karakter peserta didik di Indonesia bertujuan untuk menciptakan individu-individu yang bermoral tinggi dan mampu memberikan kontribusi positif kepada masyarakat. Penelitian ini mengevaluasi penerapan budaya madrasah berbasis lingkungan di MIN 1 Banyuwangi dan dampaknya terhadap pengembangan karakter siswa. Metode penelitian yang digunakan adalah kualitatif dengan teknik pengumpulan data yang meliputi wawancara, observasi, dan analisis dokumen. Hasil penelitian menunjukkan budaya madrasah berbasis lingkungan di MIN 1 Banyuwangi berhasil mengembangkan karakter siswa peduli lingkungan, bertanggung jawab, disiplin, kreatif dan mandiri. Integrasi budaya dengan pembelajaran Pendidikan Agama Islam juga terbukti efektif dalam menanamkan nilai-nilai moral dan spiritual pada peserta didik. Kesimpulannya, penerapan budaya madrasah berbasis lingkungan dapat menjadi strategi yang efektif dalam membentuk karakter siswa yang berkualitas dan berwawasan lingkungan.

Kata-kata Kunci: Kebudayaan Madrasah; Lingkungan; Karakter Siswa; Pendidikan Agama Islam

1. INTRODUCTION

Islamic education plays important roles in building students' character in Indonesia with purpose to create individuals with high morality that able to positively contribute to the community. Madrasah, as Islamic education institution, plays strategic roles in this effort through environment-based culture implementation (Subur et al., 2019). Researches show that madrasah culture significantly influences the students' character building. Therefore, strengthening madrasah culture which focuses on environment becomes important (Wahib et al., 2023).

Islamic education transformation in Indonesia emphasizes on the madrasah culture implementation based on environment, in which the environmental principals are applied in students' learning and daily life. Studies has shown that the implementation of culture advantages students' character development.

According to Aulia & Amra (2021), madrasahs that consistently implement environment-based culture can create positive learning environment and support the development of students' characters. Widiyatmoko (2022), also underlines the importance of environmental values in education. Hence, students' character building in madrasah, through the implementation of environment-based culture, becomes an important study in the formation of high-quality individuals.

Researches show that regular madrasah culture implementation can develop positive learning environment and support students' character development emphasizes the importance of including environmental values into education. However, there are still few researches on environment-based madrasah culture for students' character building. Case study at MIN 1 Banyuwangi is expected to complete the existing knowledge Rahardjo (2024), find that contextual elements and support from the community affect the success of madrasah culture, which is relevant to understand MIN 1 Banyuwangi, which is close to the community.

Aulia & Amra (2021), emphasis on the importance of further research on the influence of madrasah culture on student character supports the reason of this study. Abdullah (2019), have examined various aspects of the implementation of madrasah culture providing a broader perspective. Environment-based madrasah culture is important for the formation of student character, and it requires long-term planning and involvement. Suhra (2020) and Wahib (2023), discusses the role of parents in supporting the environment-based madrasah culture at MIN 1 Banyuwangi, highlighting the collaboration between madrasahs and families in shaping students' character. Syamsul (2023), shows that the integration of information and communication technology into the environment-based madrasah culture can increase students' participation and improve their learning outcomes.

Sutarto (2023), research states that madrasahs that utilize the potential of the surrounding environment in their curriculum create a dynamic and relevant learning

environment for students. [Wahib \(2023\)](#), shows that natural resource management in madrasas plays an important role in character education. It helps students understand the importance of an environment-based madrasah culture.

Islamic Religious Education (PAI) can be combined with the development of an environment-based madrasah culture to build student character. [Suhra \(2020\)](#), finds that incorporating environmental values into the PAI curriculum helps students understand their role as caliphs on earth. [Susdarwono & Anis \(2023\)](#), emphasizes the importance of PAI learning that is relevant to the social and environmental context, while [Abdullah \(2019\)](#) shows that the PAI curriculum including environmental elements strengthens the relationship between religious teachings and real actions in protecting the environment.

Researchers suggest student-centered and participative PAI learning approaches, which involve students in environmental projects and activities to improve their learning and active participation in environment preservation. Regular monitoring and evaluation are needed to ensure the effectiveness of PAI environment-based curriculum, with updates that suit student needs, environmental requirements, and Islamic principles. Studies show that the implementation of environment-based madrasah culture in education improves students' character, learning experiences, and concern for community and environment ([Muhandis et al., 2020](#)).

Research by [Huda \(2022\)](#), reveals that madrasahs with an environment-based culture are able to instill values of justice, concern for nature, and social responsibility in students, which contribute to their character growth. [Aulia & Amra \(2021\)](#) and [Widiyatmoko \(2022\)](#), added that student involvement in environmental activities in madrasah increases a sense of responsibility, cooperation, and social awareness. [Aulia & Amra \(2021\)](#), emphasizes that madrasah environmental policies and natural resource management have a significant impact on student character, making this practice an important basis for assessing the relationship between student character building and environment-based madrasah culture at MIN 1 Banyuwangi.

Previous studies [Syamsul \(2023\)](#), also show that social interaction, madrasah culture, and other internal factors play an important role in the formation of student character. [Anggraini \(2022\)](#), finds that an inclusive madrasah culture supports the development of student character in a friendly environment. [Akhiruddin \(2022\)](#), highlights the importance of collaboration between students, educators, and madrasah staff in determining positive attitudes and values. [Huda \(2022\)](#), emphasizes the importance of internal factors such as personality and motivation in the growth of student character.

Based on studies, the implementation of an environment-based madrasah culture at MIN 1 Banyuwangi is considered crucial to build students' character. The focus of this study includes the implementation of environmental values in the curriculum, the integration of an environment-based madrasah culture with Islamic Religious Education

learning, environmental preservation around the madrasah, and extracurricular activities that support the madrasah culture. It is hoped that this study will provide practical guidance for madrasahs to optimize the building of student character and provide valuable contributions to the literature on character education, especially in the context of MIN 1 Banyuwangi. This study also highlights the need for further, more specific, and contextual studies at MIN 1 Banyuwangi in order to develop inclusive and sustainable Islamic education policies, with the aim of creating an effective learning environment that has a positive impact on students' character.

2. METHOD

This research uses qualitative approach, and individuals involve in this research are the community of MIN 1 Banyuwangi. The data collection method used are interview, observation, and document analysis (Creswell & Creswell, 2018). In addition, research directions and research record in the form of facts are two methods that can be used in the data collection process. Documentation, interviews, and observations are some of the methods used in collecting data for this study. This data analysis approach uses qualitative data analysis, which includes steps such as data collection, data reduction and categorization, data presentation, and drawing conclusions. Researchers are required to take notes in the field, select significant data to provide evidence for the ideas presented in the research report, and examine the relationship between the data that has been collected.

This research was conducted at MIN 1 Banyuwangi, and the participants were madrasah community. The participant sample was selected using the purposive random sampling method, which is a method of selecting participants based on data needs. Interviews need to be conducted with various related parties, including madrasah managers, teachers, and students, to gain a deep understanding of the implementation of an environment-based madrasah culture and its influence on the formation of student character. Researchers can monitor in detail the implementation of madrasah culture in daily life because observations are conducted directly in the madrasah environment (Miles & Huberman, 1994). Meanwhile, document analysis is done by studying official madrasa documents, such as lesson plans, extracurricular programs, and environmental regulations, to obtain a complete picture (Yin, 2018).

3. RESULTS AND DISCUSSION

a. The implementation of Environment-based Madrasah Culture

The main objective of this research is to observe the in-field activities dealing with environment-based madrasah culture at MIN 1 Banyuwangi. This research aims to create learning environment supporting education and environmental preservation. The madrasah tries to grow students' concern and responsibility for the environment and

create young generation with environmental insight through various programs and activities.

Previous studies have shown the importance of madrasah culture in shaping students' personalities and behaviour towards the environment. A pro-environmental madrasah culture can increase students' awareness and involvement in protecting the environment. Environmental education programs in madrasahs help students learn more about the environment and foster positive attitudes towards it. It is important for teachers and madrasah principals to build an environmentally friendly madrasah culture (Huda et al., 2022; Rahardjo et al., 2024).

The results of interviews with teachers at MIN 1 Banyuwangi show that the implementation of an environment-based madrasah culture includes various practices and principles applied to create a sustainable and environmentally friendly learning environment. According to Akhiruddin (2022), several programs implemented in the madrasah include greening activities, where students and educators actively plant trees, care for plants, and create gardens; saving energy by turning off lights and electronic equipment when not in use; waste management through sorting and processing organic waste into compost and recycling inorganic waste; and efficient use of water in all madrasah area.

Madrasahs play an important role in instilling environmental values, ecological awareness, and sustainable lifestyles. Through programs such as Madrasah *Adiwiyata*, Eco-Club, and Environmental Learning, the head of the madrasah increases students' awareness and concern for the environment, creates a sustainable learning environment, and forms a young generation that is responsible for preserving the nature. MIN 1 Banyuwangi applies an environment-based culture integrated not only in the classroom, but also in various extracurricular activities. These activities include Study Club and Science and Mathematics KSM (Madrasah Science Competition) which conduct simple research on environmental issues; *Tahfidzul Qur'an*, and Reading and Writing Al Quran which teach Islamic moral and ethical values related to environmental conservation; activities such as tree planting and cleaning; arts and culture which create environmental-themed artwork and sing songs about environmental conservation; Scout organization which holds camping and exploration in the open air; and UKS (School Health Unit) and Little Doctors which provide counselling on environmental health and cleanliness.

The results of the interview with the head of the madrasah conclude that the implementation of an environment-based madrasah culture at MIN 1 Banyuwangi provides significant benefits for students, the school, and the surrounding environment. The school is determined to be outstanding in academics and character, as well as to be a role model for other educational institutions in environmental conservation efforts. Through various programs and activities, MIN 1 Banyuwangi strives to increase

students' awareness and concern for the environment, as well as create a friendly learning environment. Active participation from the head of the madrasa, teachers, and students is the key to the success of implementing this culture.

Periodic evaluations are conducted to measure the effectiveness of the environment-based madrasah culture program. Indicators of success include increasing students' knowledge and attitudes towards the environment, changes in student behaviour at school and at home, and increasing awareness and concern for the environment at school and in the community. Despite facing several challenges, MIN 1 Banyuwangi continues to strive to implement an environment-based madrasah culture with optimism that they can create a friendly and sustainable environment for future generations.

Previous studies have shown that effective environmental education programs can improve students' knowledge, perceptions, and behaviour about the environment. Project-based learning about the environment can improve students' knowledge and positive attitudes towards the environment. The role of teachers and principals become very important in encouraging student participation in environmental conservation activities (Akhiruddin et al., 2022).

b. Environment-based Madrasah Culture in Building Students' Character

The environment-based madrasah culture at MIN 1 Banyuwangi plays a role in shaping the character of students who care about the environment, are responsible, disciplined, creative, and independent. These characters are important for creating a young generation that is able to preserve nature and create a friendly and sustainable environment. This is in line with the Pancasila Student Profile program as an effort to improve morality, especially for Elementary School students in the implementation of the independent curriculum.

Previous studies have shown that environmentally friendly school culture can influence students' character. Sutarto (2023), finds that students participating in a pro-environmental school culture program for one semester show more pro-environmental attitudes and behaviours. In addition, Anggraini (2022) shows that students score better on knowledge tests and positive attitude questionnaires after participating in the *Adiwiyata* program for one year.

A pro-environmental school culture also helps students become discipline and independent. Abdullah (2019), study shows that participants in environmental education programs in schools are more involved in environmental conservation activities and the number of disciplinary violations decreased. Huda (2022), study supports the finding that students score better on pro-environmental knowledge and behaviour tests after participating in project-based environmental learning for one semester.

Syamsul (2023), research shows that students generate many creative ideas during environmental extracurricular activities. This finding suggests that a pro-

environmental school culture can encourage and support student creativity. This series of studies suggests that a pro-environmental school culture helps students in various ways such as pro-environmental attitudes, discipline, creativity, and independence, providing a strong foundation for creating a school culture that focuses on environmental conservation.

The results of the interview with the vice principal concluded that the environment-based madrasah culture at MIN 1 Banyuwangi forms students' characters through interesting and innovative programs and activities. With a positive character, it is hoped that students will be able to become a young generation that preserves nature and creates a friendly and sustainable environment. This madrasah culture plays an important role in developing values of concern for the environment through learning approaches, practical activities, habits, role models, and participation in the community, with the aim of creating students who are responsible for environmental sustainability.

The environment-based madrasah culture at MIN 1 Banyuwangi aims to develop students' characters holistically. This character is important to form a young generation that is able to preserve nature, create an environmentally friendly and sustainable environment, and strengthen faith in Allah SWT. MIN 1 Banyuwangi uses various methods to measure the development of students' characters, ensuring that the programs and activities held are effective in instilling positive values in students.

The environment-based madrasah culture at MIN 1 Banyuwangi has succeeded in building students' positive characters, including love and concern for the environment, responsibility for environmental cleanliness, creativity in finding solutions to environmental problems, and independence in protecting the environment. Inspirational stories about students who care about the environment prove that the implementation of an environment-based madrasah culture has a significant positive impact on students' character.

c. The Integration of Environment-based Madrasah Culture with PAI Learning in Building Students' Character

The environment-based madrasah culture at MIN 1 Banyuwangi and Islamic Religious Education learning support each other in building young generation that is faithful, has good morality, and is responsible for preserving the nature. The integration of these two elements not only increases the effectiveness of learning for students, but also teaches important values about the relationship between *tauhid* and the universe in the *Aqidah* subject. Students are also encouraged to practice environmentally friendly behaviour in the subject of *Akhlak*, as well as understand Islamic law that protects the environment in the subject of *Fiqh*. The history of Islamic Culture illustrates the important role of Muslims in preserving nature. By integrating the culture of the madrasah based on the environment and PAI learning, the madrasah is able to provide holistic and comprehensive education to students and prepare them for a better future.

Islamic Religious Education (PAI) learning at MIN 1 Banyuwangi collaborates with the environment-based madrasah culture to form a young generation that is faithful, has good morality, and is responsible for environmental sustainability. The integration of the two not only increases the effectiveness of learning for students, but is also in line with previous research findings showing that an environment-based madrasah culture can increase students' awareness of the environment. Other studies confirm that PAI learning integrated with environmental education is more effective in instilling moral and spiritual values. This shows the importance of integrating religious education with environmental issues for the holistic development of student character.

Madrasahs have a crucial role in building an environmentally friendly culture through educational programs and extracurricular activities. The integration of an environment-based madrasah culture and PAI learning at MIN 1 Banyuwangi helps students gain a broader learning experience. This also strengthens the role of madrasahs in developing students' awareness and character towards the environment.

The results of interviews with PAI teachers show that knowledge, attitudes, behaviour, habits, collaboration, impact, and measurement are indicators of the success of implementing an environment-based madrasah culture. By understanding and using these indicators, madrasahs can regularly evaluate and improve the implementation of an environmental-based madrasah culture. Cooperation from all parties, including students, teachers, madrasah staff, parents, communities, and the government, is needed to implement this culture effectively. With good cooperation, this culture can help build young generation caring about the environment and is able to maintain it for a better future.

The development of an environment-based madrasah culture in PAI learning includes various strategies to integrate environmental values into the curriculum and students' daily practices. This involves integrating Islamic Religious Education materials with the surrounding environment, practical activities such as tree planting and waste management, and the habituation of environmentally friendly behaviour. By building an environment-based madrasah culture in PAI learning, students not only gain a better understanding of the environment, but also practice environmental values in their daily lives (Muhandis et al., 2020).

4. CONCLUSION

The implementation of culture not only has an impact on a positive learning environment but also influences the building of students' character by prioritizing environmental values and social concerns. This study has shown that programs such as greening activities, waste management, energy conservation, and other extracurricular activities significantly strengthen students' awareness of the importance of protecting the environment. Environment-based madrasah culture is not only part of the formal

curriculum but it is also integrated into the daily lives of students and madrasah staffs. MIN 1 Banyuwangi has successfully implemented an environment-based madrasah culture through a structured and sustainable program. The madrasah culture contributes to the building of the students' characters of caring about the environment, are responsible, creative, and independent. This is reflected in student participation in various environmental activities and increasing positive attitudes towards nature conservation. The results of this study imply that the environment-based madrasah culture not only enriches students' learning experiences but also increases their involvement in broader social activities. It is in accordance with the goals of inclusive and sustainable Islamic education. This study shows that there is still room for future research to focus on further evaluation of the effectiveness of the program, on better development of strategies to engage the community, and on the application of information and communication technology in supporting the environment-based madrasah culture.

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