



AL-WIJDÁN: *Journal of Islamic Education Studies*.
Volume VII, Nomor 2, November 2022; p-ISSN: 2541-2051; online -ISSN: 2541-3961
Available online at <http://ejournal.uniramalang.ac.id/index.php/alwijdan>

Received: Juli 2022	Accepted: Juli 2022	Published: November 2022
---------------------	---------------------	--------------------------

The Integration Of Islamic Values In Learning to Conserve Natural Resource: An Effort to Strengthen Students Ecological Awareness

Nida Farhana, Meutia Dewi Prameswari, Amirullah

University of Muhammadiyah Prof. DR. HAMKA Jakarta, University of Muhammadiyah Prof. DR. HAMKA Jakarta, University of Muhammadiyah Prof. DR. HAMKA Jakarta
Email: nidafarhana24@gmail.com

Abstract

This study aims to analyze the integration of Islamic values in fostering ecological awareness in the content of the material presented in the book theme 9 "Kayanya Negeriku" for fourth grade elementary school. This research approach uses a qualitative literature study. The content of the material analyzed is the preservation of Indonesia's natural resources. The research results almost all of the material can be related to Islamic values or those contained in the Qur'an. The material is delivered in the form of contextual stories that bring students to think logically related to facts and phenomena of everyday life. The conclusion of this research is the application of Islamic values in the attitude of growing a sense of love for the environment is very important, especially instilled in elementary school students in the preservation of natural resources. So that students have gratitude and are wise in utilizing nature in accordance with Allah's commands in the Qur'an so that it is not just knowledge that is implanted.

Keywords: Integration of Islamic Values, Conserve Natural Resources, Ecological Awareness

Abstrak

Penelitian ini bertujuan untuk menganalisis integrasi nilai-nilai Islam dalam menumbuhkan kesadaran ekologis dalam isi materi yang disajikan dalam buku tema 9 "Kayanya Negeriku" untuk kelas IV SD. Pendekatan penelitian ini menggunakan studi kepustakaan kualitatif. Isi materi yang dianalisis adalah pelestarian sumber daya alam Indonesia. Hasil penelitian hampir semua materi dapat dikaitkan dengan nilai-nilai Islam atau yang terkandung dalam Al-Qur'an. Materi disampaikan dalam bentuk cerita kontekstual yang mengajak siswa berpikir logis terkait fakta dan fenomena kehidupan sehari-hari. Kesimpulan dari penelitian ini adalah penerapan nilai-nilai Islam dalam sikap menumbuhkan rasa cinta lingkungan sangat penting terutama ditanamkan pada siswa sekolah dasar dalam pelestarian sumber daya alam. Agar siswa memiliki rasa syukur

dan bijak dalam memanfaatkan alam sesuai dengan perintah Allah dalam Al-Qur'an sehingga bukan sekedar ilmu yang ditanamkan.

Kata Kunci : Integrasi Nilai Islam, Konservasi Sumber Daya Alam, Kesadaran Ekologis

Introduction

The role of the environment in human life is very important. The environment is not only a habitat, but also plays a role in supporting various human activities. In fulfilling human survival, humans must use existing natural resources. So that from this process an interaction between humans and the environment can be formed. Human behavior is largely determined by environmental conditions. The environment gives freedom to every human being in managing the natural surroundings.

Attitudes or human behavior that regulates the state of the surrounding environment is called ecology. The elements in it study the relationship of living things to their habitats because there is a reciprocal relationship between living things and their habitats. The behavior or attitude of loving the environment must be instilled at an early age in elementary school.

The school environment is a space where students can carry out educational and learning activities. The school environment can also be a place for students' personality development. Environmental care character education is

an educational program that encourages students to take understanding, awareness, attitudes and behaviors that are reasonable and responsible for their environment. Students' ecological intelligence is also needed to overcome existing environmental problems so that students can better recognize the ecological impact of their activities.¹

In its application, students must have ecological intelligence according to the conditions of the surrounding environment. Especially for students who study in environments such as forestry, mountains, marine and so on from these geographical conditions, students must be able to use the natural resources that have been provided. According to Gardener in the journal Wiyata & Dan, 2020 ecological intelligence is a naturalistic intelligence. Naturalistic intelligence is the human ability to understand natural phenomena, show ecological perceptions, and be sensitive to natural forms.

Natural resources (SDA) are gifts from God for all living things that can be utilized as well as possible in order to meet the needs of human life. Therefore, as caliphs on this earth we are obliged to

maintain and preserve natural resources. Another purpose of Allah's creation of natural resources is to balance life.²

In creating animals, plants, water, rocks, and mountains, which support the earth and are useful for avoiding floods and erosion. The sky and rain function for the growth of plants on earth. All of these target the ecosystem for survival. Therefore, If the universe is disturbed, then the other components are disturbed. So it can be said that humans have a relationship with the environment because they need each other.³

If these natural resources are damaged or destroyed, it will greatly disrupt human life. Allah created nature for human survival in order to achieve the purpose of creation because, all natural products are very useful and useful for life.

In surah Shaad verse 27 Allah says:

وَمَا خَلَقْنَا السَّمَاءَ وَالْأَرْضَ وَمَا بَيْنَهُمَا بَطْلًا ۚ ذَٰلِكَ ظَنُّ
الَّذِينَ كَفَرُوا ۖ فَوَيْلٌ لِلَّذِينَ كَفَرُوا مِنَ النَّارِ

36:27 “And we created not the heaven and the earth and all that is between them in vain. That is the opinion of those who disbelieve. And woe unto those who disbelieve, from the fire”.

Therefore Allah created creatures and their environment to achieve a noble purpose. In Surah Al-Ahqaaf verse 3 Allah says:

مَا خَلَقْنَا السَّمُوتِ وَالْأَرْضَ وَمَا بَيْنَهُمَا إِلَّا بِالْحَقِّ وَأَجَلٍ
مُّسَمًّى ۚ وَالَّذِينَ كَفَرُوا عَمَّا أُنذِرُوا مُّعْرِضُونَ

46:3 We created not the heavens and the earth and all that is between them save with truth, and for a term appointed. But those who disbelieve turn away from that whereof they are warned.”

There are lessons and benefits from all of Allah's creations if humans can use them according to the provisions of Islamic teachings. The message written in the verse above is that humans should not over-take natural resources because they are afraid that it will cause extinction and damage to natural resources for the next generation.

Therefore, the integration of Islamic values affects education because education is an important tool in increasing skilled natural resources for the survival and development of the country. This quality talent is strongly influenced by the development of the Indonesian education system. Education is a conscious and systematic effort in achieving goals so that it actively encourages students to have religious and spiritual strength, self-discipline, personality, intelligence, noble personality, with the abilities needed for themselves, their environment, and their country need to learn to develop.

The 2013 curriculum teaches students to be able to apply every learning in everyday

life so that inculcating **students'** awareness of the environment is very necessary. In grade 4 elementary school material, natural resources are everything that happens in nature and can be used by humans to meet their needs. The book contains social studies learning content, namely the use of natural resources. So in this case students are asked to develop their abilities in management and utilization of natural resources available on earth in accordance with the natural surroundings/environment.⁴

Thus, the **integration** of Islamic values is very much needed in the 4th grade learning of Natural Resources (SDA) material in order to create or instill spiritual attitudes that are balanced with knowledge. So that humans can be wiser in managing natural resources according to Islamic guidelines, namely the Al-Quran and Hadist.

Based on these problems, the formulation of the problem in this study, namely "How are the efforts to strengthen the **ecological** awareness of 4th grade elementary school students through the integration of Islamic values in learning natural resources in Indonesia? " In accordance with the

problems that have been described and the formulation of the problems that have been made, the purpose of this study is to find out how to strengthen the ecological awareness of 4th grade elementary school students through the integration of Islamic values in natural resource learning in Indonesia.

Method

In this study using a qualitative approach that is (library research), so that the research is systematic in reviewing or **researching** an object without any manipulation or hypothesis testing. With books as a source of data in the object of study and carried out by reading, studying, analyzing various existing literature such as research results, hadith, Al-Quran, and so on.

The focus of library research is to obtain various theories, laws, suggestions, principles, opinions, ideas, and others that are used in analyzing and solving the problems being studied. This research refers to those related to the problems discussed. Library research is limited to library collections that do not require field research.⁵

Results and Discussion

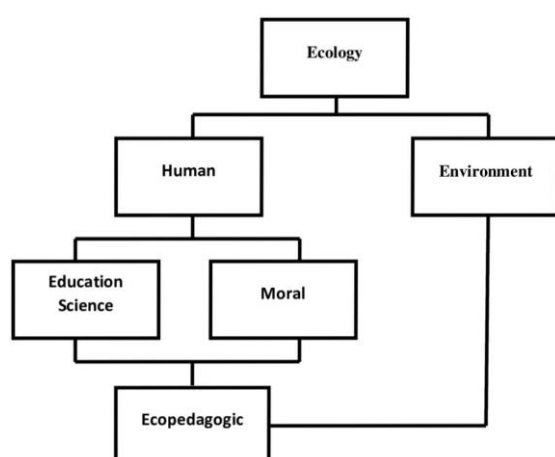


Figure 1. Ecology Cicle

Ecology is believed to be a biological science that studies the relationship between humans and their environment. In its implementation, ecology is applied in the world of education. Therefore, the science that studies the importance of ecological awareness is called ecopedagogics. Pedagogy is the science of education based on philosophy. Ecopedagogic is useful for building awareness in humans to be able to take care of the environment or the natural surroundings. If we have awareness of the environment, there will be a sense of responsibility to protect the environment, this is the importance of planting ecological awareness.⁶

Applying ecology in education is very important because of its insight. Especially in an environment where learning and education loves nature. According to the facts encountered in reality or the implementation of reality. By applying

ecology in education, children can personally and morally shape and develop their personality and critical thinking patterns, improve their good personality and deepen their concern for the school environment. To improve the application of ecology in school education, students can teach research and knowledge of their environment. In this learning, students can learn about their environment, come into direct contact with it, and experience what nature really is.⁷

Integration of Islam in Ecology

Integration is the merging of various existing differences by making them as a unified whole. This form of integration is like the difference in opinion. Islamic integration combines elements of Islamic values in a life and Islamic ideals that will shape life.

Ecology based on the Al-Qur'an humans can understand their reality as caliphs on earth with full confidence and responsibility, and preserve and maintain these natural resources in a balanced relationship.

As caliphs on earth, humans have the right to use the functions of nature. But on the other hand, humans also have obligations and responsibilities in maintaining and protecting nature (the environment) rather than taking destructive

steps to utilize natural resources from the environment.

Islam prohibits destructive attitudes in the use of natural resources available in the environment and recognizes the importance of preserving and protecting nature (environment). For this reason, students need to be educated in Islam that is environmentally sound, such as teaching the importance of respecting and protecting the environment and its functions.⁸

Therefore Islam includes all aspects of life that are needed by the servants of Allah related to the Qur'an and Al-Hadist and Ijtihad Islamic scholars for the benefit of the hereafter and this world. Thus all fields of knowledge, including benefits, are subject to Islamic values.

Integration of Islam in the Utilization of Natural Resources

If someone destroys the environment around him, it can be classified as a man who is kufr. Destruction and pollution of nature becomes a barrier, so that it becomes an obstacle to creating a quality life. It can be said that the destruction of nature and environmental pollution are characteristics of human kufr. Because environmental damage and pollution is part of the act of kufr.⁹

Human awareness of the use of natural resources is very useful for the protection of natural resources, because natural resources are one of the economic resources of local communities, humans also contribute to the protection of economic resources by protecting natural resources.¹⁰ Natural resources are a gift from God and should be utilized as much as possible. These natural resources should not be used unplanned.

أَلَمْ تَرَوْا أَنَّ اللَّهَ سَخَّرَ لَكُم مَّا فِي السَّمُوتِ وَمَا فِي الْأَرْضِ
وَأَسْبَغَ عَلَيْكُمْ نِعَمَهُ ظَاهِرَةً وَبَاطِنَةً يَوْمِنَ النَّاسِ مَنْ
يُجَادِلُ فِي اللَّهِ بِغَيْرِ عِلْمٍ وَلَا هُدًى وَلَا كِتَابٍ مُنِيرٍ

“See ye not how Allah hath made serviceable unto you whatsoever is in the skies and whatsoever is in the earth and hath loaded you with His favours both without and within? Yet of mankind is he who disputeth concerning Allah, without knowledge or guidance or a scripture giving light”. (Q.S Lukman:20)

وَسَخَّرَ لَكُم مَّا فِي السَّمُوتِ وَمَا فِي الْأَرْضِ جَمِيعًا مِّنْهُ
فِي ذَلِكَ لَآيَاتٍ لِّقَوْمٍ يَتَفَكَّرُونَ

“And hath made of service unto you whatsoever is in the heavens and whatsoever is in the earth; it is all from Him. Lo! herein verily are portents for a people who reflect”. (Q.S Al-Jasiyah :13).

From the snippet of the letter it is explained that Allah created the natural resources of the heavens and the earth as evidence of His power. Besides being useful for humans in life. Reality shows that humans cannot be separated from nature. As the most important part of life. After all, natural resources are the most important factor for human preservation of all time.

Class 4 Learning Theme 9 Sub-theme 3 Conservation of Natural Resources

In sub-theme 3, several indicators that must be studied and achieved by students are explained, namely, Students study the preservation of biological wealth in the form of animals and plants.

Understand the use of energy, changes in the form of energy and alternative energy sources. In addition, studying the use of natural resources for the community as well as understanding the rights and obligations in natural resource management, studying human activities that affect / have an impact on environmental conservation.¹¹ Forms of Islamic integration in it such as:

- a. Useful water for survival is found in QS. Al-Baqarah 2:164 and QS. Al- Muminin 23:19-21.

In writing, it is explained that the supply of clean water is reduced because the

water does not directly penetrate the ground. This is due to a lot of deforestation and the reduction of green land.

- b. Useful in development

When all people do not think about the protection of natural resources it will not happen. resulting in natural disasters, namely drought. So that Allah can revoke the desired favors such as the blessing of water. (Surah Yunus 10:24). It is necessary for human actions as caliphs to help reduce the clean water crisis, namely efforts to save rainwater by planting trees (Surah Al-Hijr 15:22) because tree roots can hold water (Surah Ibrahim 14:24).

- a. Utilization of alternative energy such as sun, water, wind, organic materials and so on. In the Qur'an it is explained as follows; Rivers produce heavy water as an effort to generate electricity (PLTA). The creation of rivers is found in QS Ar-Ra'd 13:3 and QS An-Nahl 16:15.
- b. Sea waves

Waves in the ocean can produce a lot of energy. This is because Allah has subdued the sea for humans with this gift so that humans will think and be grateful (Surah Al-Jasiyah 45:12).

- c. Bio gas comes from seed plants and contains oil in it besides that it comes from animal waste. One of them is explained in the Koran that to produce energy in the form of lighting fuel, namely olive oil (QS An-Nur).

Utilization of natural resources:
Utilization of waste in the form of used plastic bottles for planting vegetable seeds. For mustard greens, it is found in QS Luqman 31:16.

- d. Farming, found in QS Abasa 80:24-32

Mixing soil, sand, and fertilizer, found in QS Al-A'raf 7:58

To be able to understand a science, of course, it cannot be separated from Islamic science which includes studying the creation of nature and its creatures like humans, of course there is a relationship between humans and their environment. Fortified by Islamic values or integrating Islamic values in the preservation of natural resources, it will change the mindset, attitudes, and behavior of humans as caliphs on earth. So that this attitude will teach elementary school students to have gratitude, have faith, and think in utilizing and preserving nature/natural resources.

Conclusion

The application of Islamic values in the attitude of cultivating a sense of love for the environment is very important, especially instilled in elementary school students in the preservation of natural resources. So that students have gratitude and are wise in utilizing nature in accordance with the commands of Allah SWT in the Qur'an so that it is not just knowledge that is implanted.

References

- Amirullah, M. A. (2018). *PENDIDIKAN HUMANIS: Mengarusutamakan nilai-nilai kemanusiaan dalam praktek Pendidikan Islam di Indonesia*. Pustakapedia.
- Arifin, S., Amirullah, A., Yahman, S. A., & Saputro, A. D. (2022). Reconstruction of Islamic Religious Education Seyyed Hossein Nasr's Perspective. *Istawa: Jurnal Pendidikan Islam*, 7(1), 46-57.
- Dewi, R. (2021). Integrasi Pendidikan Islam Dalam Implementasi Ekologi. *Sustainable Jurnal Kajian Mutu* <https://doi.org/10.32923/Kjimp.V4i2.2175>.
- Imamah, Y. H. (2019). *Integrasi Pendidikan Islam Dan Pendidikan Lingkungan Hidup*.
- Iqbal. (2020). *Pengelolaan Dan Pemanfaatan Sumber Daya Alam Dalam Perspektif*
- Munawarah, & Ali, N. (2016). Penerapan Nilai-Nilai Ajaran Islam Dalam Pembelajaran Umum (*Istiqra'*, III(29), 207–216.

Noviyanti, E. (2018). Alquran Sebagai Basis Konstruksi Muatan Materi IPA: Analisis Pada Buku Siswa Tema 9 “Kayanya Negeriku” Kelas IV SD. *Jurnal Ilmiah Pendidikan Dasar*, *V*(1), 18–27. [Http://Jurnal.Unissula.Ac.Id/Index.Php/Pendas/Article/View/2723](http://Jurnal.Unissula.Ac.Id/Index.Php/Pendas/Article/View/2723).

Rahmawati, E. (2020). Penerapan Model Problem Based Learning Terhadap Hasil Belajar IPS Mater Pemanfaatan Sumber Daya Alam Pada Siswa Kelas IV Sekolah Dasar. *Jurnal Primary (Kajian Ilmu ...)*, *1*(1), 21–30. [Http://Ejournal.Stkippgri-Sidoarjo.Ac.Id/Index.Php/Psd/Article/View/51](http://Ejournal.Stkippgri-Sidoarjo.Ac.Id/Index.Php/Psd/Article/View/51).

Triyanto, T, M Mujiyono, and E Sugiarto. “Aesthetic Adaptation as a Culture Strategy in Preserving the Local Creative Potentials.” ... : *International Journal of ...*, 2017. <https://journal.unnes.ac.id/nju/index.php/komunitas/article/view/9522>.

Yunansah, H., & Herlambang, Y. T. (2017). Pendidikan Berbasis Ekopedagogik Dalam Menumbuhkan Kesadaran Ekologis Dan Mengembangkan Karakter Siswa Sekolah Dasar. *Eduhumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, *9*(1), 27. [Https://doi.org/10.17509/Eh.V9i1.6153](https://doi.org/10.17509/Eh.V9i1.6153).

(Endnotes)

¹Wiyata, P., & Dan, L. (2020). Ekologis Terhadap Sikap Kepedulian . II(2).

²Iqbal. (2020). Pengelolaan Dan Pemanfaatan Sumber Daya Alam Dalam Perspektif

³Munawarah, & Ali, N. (2016). Penerapan Nilai-Nilai Ajaran Islam Dalam Pembelajaran Umum (*Istiqlal*, III(29), 207–216.

⁴Rahmawati, E. (2020). Penerapan Model Problem Based Learning Terhadap Hasil Belajar IPS Materi Pemanfaatan Sumber Daya Alam Pada Siswa Kelas IV Sekolah Dasar. *Jurnal Primary (Kajian Ilmu ...)*, *1*(1),

21–30.

[Http://Ejournal.StkippgriSidoarjo.Ac.Id/Index.Php/Psd/Article/View/51](http://Ejournal.StkippgriSidoarjo.Ac.Id/Index.Php/Psd/Article/View/51).

⁵Imamah, Y. H. (2019). *Integrasi Pendidikan Islam Dan Pendidikan Lingkungan Hidup*.

⁶Yunansah, H., & Herlambang, Y. T. (2017). Pendidikan Berbasis Ekopedagogik Dalam Menumbuhkan Kesadaran Ekologis Dan Mengembangkan Karakter Siswa Sekolah Dasar. *Eduhumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, *9*(1), 27. [Https://doi.org/10.17509/Eh.V9i1.6153](https://doi.org/10.17509/Eh.V9i1.6153).

⁷Dewi, R. (2021). Integrasi Pendidikan Islam Dalam Implementasi Ekologi. *Sustainable Jurnal Kajian Mutu* <https://doi.org/10.32923/Kjmp.V4i2.2175>.

⁸ Amirullah, M. A. (2018). *PENDIDIKAN HUMANIS: Mengarusutamakan nilai-nilai kemanusiaan dalam praktek Pendidikan Islam di Indonesia*. Pustakapedia.

⁹ T Triyanto, M Mujiyono, and E Sugiarto, “Aesthetic Adaptation as a Culture Strategy in Preserving the Local Creative Potentials,” ... : *International Journal of ...*, 2017, <https://journal.unnes.ac.id/nju/index.php/komunitas/article/view/9522>.

¹⁰ Arifin, S., Amirullah, A., Yahman, S. A., & Saputro, A. D. (2022). Reconstruction of Islamic Religious Education Seyyed Hossein Nasr's Perspective. *Istawa: Jurnal Pendidikan Islam*, *7*(1), 46–57.

¹¹Noviyanti, E. (2018). Alquran Sebagai Basis Konstruksi Muatan Materi IPA: Analisis Pada Buku Siswa Tema 9 “Kayanya Negeriku” Kelas IV SD. *Jurnal Ilmiah Pendidikan Dasar*, *V*(1), 18–27. [Http://Jurnal.Unissula.Ac.Id/Index.Php/Pendas/Article/View/2723](http://Jurnal.Unissula.Ac.Id/Index.Php/Pendas/Article/View/2723).