

## Sustainability Education Design and Environmental Awareness in Madrasah Education within the framework of Islamic Education Management



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**ABSTRACT:** Islamic education management has an important role in the progress of the Madrasah as a place to educate students to have awareness of sustainable life and environmental awareness. One of the efforts is to build an integrated management framework in Madrasah education. This article focuses on explaining the educational steps. Sustainability and environmental awareness, as well as the role of Islamic education management in supporting the effectiveness of achieving Sustainable Education. This research uses a literature or library research method, with the direction of critically reviewing or reviewing knowledge, ideas, or findings contained in the academic-oriented literature, to formulate theoretical and methodological contributions related to the practice of sustainability and environmental awareness in education in Madrasahs within the framework of Islamic education management. The results of the study show that; 1) the concept of education sustainability and environmental awareness include economic, environmental, and social aspects where in the framework of Islamic education, being responsible for nature and the environment is not only a contemporary need but also part of religious teachings so that humans can become caliphs (caretakers) on earth; 2) steps for sustainability education and environmental awareness through an effective educational approach and active participation of students to produce positive behavior and attitudes in everyday life; and 3) the framework of Islamic Education management in education sustainability and environmental awareness are focused on development of leadership character based on Islamic values to have a social impact to prepare students to become ethical leaders in the global community. The findings of the study indicate that education in Madrasah is a strategic vehicle for educating and training awareness of sustainable living and environmental awareness integrated into Islamic values.

**KEYWORDS:** Sustainability education, environmental awareness, madrasah education, and Islamic education management.

### INTRODUCTION

Sustainability education is an educational approach that aims to develop students, schools, and communities with the values and motivation to take action for sustainability, in their personal lives, in their communities, and on a global scale, now and in the future. Sustainability Education for Sustainable Development is a general term used to describe education (ESD). Future-focused sustainability education emphasizes environmental preservation and fostering more ecologically and socially just societies through responsible behavior. Taking steps to promote more sustainable lifestyles requires linking environmental, social, cultural, and economic systems. It enables all individuals to acquire the knowledge, skills, attitudes, and values necessary to build a sustainable future. The assessment of historical practices, the evaluation of scientific and technical progress, and the fair assessment of the appropriate future implications for the economy, society, and environment are essential components of sustainability education.

The goal of sustainability education is to increase student's awareness and knowledge of environmental issues and to help them become better thinkers, innovators, and problem solvers who can help their communities adopt more sustainable lifestyles. Education for sustainability is based on a broad definition of education and learning that includes individuals of all ages, backgrounds, and life stages and that occurs in formal and informal learning environments, such as classrooms, workplaces, families, and communities. Furthermore, the direction of education for sustainability is to provide people with the tools they need to address how political, social, and economic systems relate to one another. Therefore, every society is urged to strive to

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anticipate both short-term and long-term social, economic, and environmental conditions. In the educational aspect, all stages of formal teaching and training, as well as non-formal and informal learning, are essential to achieving a sustainable society.

Even though educational improvements are necessary to achieve sustainability, the movement toward achieving it tends to be slow. Several causes need to be considered. Some parties consider that financing is one of the contributing factors. Environmental health is also currently a necessity for everyone for sustainable development. The existence of many problems that arise in all parts of the world, especially about social and natural sciences can damage ecosystems that cannot be repaired if ignored. Through the adoption of goals, the acceptance of the current broad educational resolution will improve sustainability education. Sustainability education advocates must reject facilities that cause too much damage to the learning environment.

The basic universal awareness of the environment was adopted for the millennium generation conveyed by the UN General Assembly and includes various attitudes of tolerance, freedom, solidarity, respect for nature, equality, and shared responsibility.<sup>1</sup> Society and the education community need to become more aware of the need to reorient education to achieve sustainability. Partnership is a key component of sustainability education because it can create networks, foster relationships, and improve communication across sectors of society. Efforts to identify important links between education and more sustainable practices are essential to raise awareness. The more precise goals (17 SDGs) related to the five pillars of sustainability are: planet, people, peace, well-being, and partnerships, to transfer awareness into action. Awareness of the relevance of sustainability that is manifested in their life actions and environmental sensitivity becomes an important foundation, so it is necessary to understand creativity and improve students' learning capacity.

Awareness and concern about health through sustainability education can be achieved through educational campaign activities about vaccination, clean water, and abstinence from alcoholism and drugs, which are simple concepts for sustainable development. Compared with single-message public education programs, the success of sustainability education will take more time and cost more. The idea of sustainability should be considered as a process of thinking and acting towards a goal that cannot be fully achieved but drives society towards improvement and development.<sup>2</sup> There are few studies on creative training or sustainability education. Studies that combine both topics are still lacking. Participation in creative activities or creativity training for sustainability education from several studies has been shown to have a positive impact on learning motivation, work effects, self-concept, self-confidence, subjective well-being, calmness, and positive psychology of learners.<sup>3</sup>

Based on these phenomena, this study will discuss in depth; 1) the concept of sustainability education and environmental awareness in madrasah education; 2) the steps of sustainability education and environmental awareness in madrasah education; and 3) how the framework of Islamic education management in sustainability education and environmental awareness in madrasah education. Through the exploration of these studies, it is expected to obtain a practical model for implementing sustainability education and environmental awareness to students as the future generation of the nation.

### RESEARCH METHODS

This research is library research. Research in libraries limits its activities to library collections without requiring fieldwork. This research is to critically examine or review the knowledge, ideas, or findings contained in the body of academic-oriented literature, as well as formulated theoretical and methodological contributions to certain topics. A literature review is said to be a data collection technique carried out by analyzing relevant sources originating from books or journals to support the study carried out so that problems are answered. All articles used were sourced from the electronic data literacy search engine publish or perish (pop). After the data obtained is collected, it is then processed by: 1. Editing, namely re-examining the data obtained, especially in terms of completeness, clarity of meaning, and harmony of meaning between one another. 2. Organizing, namely organizing the data obtained with the necessary framework. 3. Finding research results, namely carrying out further analysis of the results of organizing data using predetermined rules, theories, and methods so that certain conclusions are obtained which are the results of answers to the problem formulation<sup>4</sup>. Data analysis in library research is content analysis, namely research that is an in-depth

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<sup>1</sup>Leiserowitz, A. (2006). Climate Change Risk Perception and Policy Preferences: The Role of Affect, Imagery, and Values. *Climatic Change*, 77(1), 45–72.

<sup>2</sup>Williams, A., Kennedy, S., Philipp, F., & Whiteman, G. (2017). Systems thinking: A review of sustainability management research. *Journal of Cleaner Production*, 148, 866–881.2020.

<sup>3</sup>Jindal-Snape, D., Davies, D., Collier, C., Howe, A., Digby, R., & Hay, P. (2013). The impact of creative learning environments on learners: A systematic literature review. *Improving Schools*, 16(1), 21–31.

<sup>4</sup> Sugiono Sugiyono, "Quantitative, Qualitative, and R&D Research Methods," Bandung: Alfabeta 288 (2016).

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discussion of the content of written or printed information and then concludes based on the data that has been collected and analyzed based on the existing problem formulation<sup>5</sup>.

### **RESULTS AND DISCUSSION**

#### **1. The concept of sustainability education and environmental awareness in madrasah education**

All discussions about academics have been included in sustainability education, which goes far beyond the curriculum. This is expected to equip students with practical skills that they can use to improve aspects of life in the world. Currently, student independence is very much needed in the future. To achieve that independence, four basic categories of sustainability education must be taught and prepared seriously, namely environmental sensitivity, relationships with others, and social, and economic.

**Human sustainability:** It is a measure to maintain human resources. This is essential for human sustainability. Rather than being shared by individuals or nations, human resources are the natural monopoly of individuals. Human resources include people's physical and mental well-being as well as their education, leadership, and access to services. Individual investment in education, health, and nutrition is now recognized as a critical component of economic growth. Given that the average lifespan of an individual is relatively short and finite, human sustainability requires ongoing maintenance through expenditures made throughout an individual's lifetime. The beginning of human sustainability is facilitated by promoting maternal health and nutrition, safe childbirth, and newborn and early childhood care. To fully achieve some of the potential that each person has, human sustainability requires an investment of two to three decades in education and apprenticeship. Not only that, the development of one's skills can be equal to or higher than formal schooling. Human resources need to be maintained and have a solid structure with a controlled population census.

**Social sustainability:** To maintain social capital, a society must be mobile and sustainable. The resources and services that form the foundation of a society are referred to as social capital. Community cohesion for reciprocity, mutual benefit, human relationships, intolerance, compassion, patience, love, and generally accepted norms of inset, discipline, and ethics are components of social sustainability. Social sustainability is promoted through norms, rules, and shared knowledge (including libraries, films, and diskettes). The component of social capital that has received the least attention from rigorous measurement but is nevertheless important for social sustainability is shared values. Given the high levels of violence and mistrust, social capital is less constrained. Cultural values, equal opportunity, and relationships among people of different religious and cultural backgrounds are all necessary for the maintenance and replenishment of social capital. The most serious obstacles to sustainability are social disintegration and violence. The social pillar, which includes free education, housing, employment, and access to social services, must be maintained to prevent this at all costs. It also includes health and senior care. It also includes the eradication of poverty, job security, a balanced budget, access to education, non-discrimination against women, job security, the eradication of poverty, and the elimination of all forms of gender-based violence. Educating girls is one of the educational efforts that can increase the economic capacity of an entire nation. In addition, according to Lawrence Summer, chief economist of the World Bank, "Once all the benefits are recognized, investing in girls' education may be the highest-return investment available in developing countries."<sup>6</sup> As a result, several countries have taken initiatives to actively educate girls in schools and reduce barriers to their attendance.

**Economic sustainability:** the need to protect and preserve capital. Capital, both economic and manufactured, is fungible. Natural capital, such as undisturbed forests and clean air, has received little attention in economics in the past. Economics places a monetary value on everything and has difficulty valuing natural capital, intangibles, intergenerational, and especially open-access resources such as air. In the face of risk and uncertainty, economic policy must be consistent and err on the side of caution.<sup>7</sup> Trade and investment, job growth, private sector expansion, domestic and global trends, and assets all contribute to economic sustainability. Tools include national and international financing, government collaboration, trade and employment policies, and tax policies.

**Environmental sustainability:** This aspect refers to laws, regulations, and other policy frameworks that govern issues such as air and water pollution, solid waste management, ecosystem management, biodiversity conservation, and conservation of the environment, wildlife, and endangered and threatened species. Community involvement is recognized as essential for collective

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<sup>5</sup>Afifuddin, and Beni Ahmad Saebani. 2009. *Qualitative Research Methodology*. Bandung: Pustaka Setia

<sup>6</sup>King, E.M., & Anne Hill, M. (1993). *Women's Education in Developing Countries: Barriers, Benefits, and Policies*. Baltimore: John Hopkins University Press, for the World Bank.

<sup>7</sup>Goodland, R. (2002). Sustainability: Human, social, economic and environmental. *Encycl. Globe. Environ. Change* 5, 481–491.

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change towards an environmentally responsible society. Environmental sustainability can address issues of environmental degradation, global warming, global climate change, biological enhancement, air quality mitigation, improved watershed management, and better regulation of resource extraction. Instruments used by national, regional, or city governments can include financial incentives, market-based tools such as tax rates and abatements, subsidies, awareness programs, and educational initiatives.<sup>8</sup>

Educational institutions are expected to strive to bridge towards achieving sustainable development, especially in preventing climate change disasters. University buildings can be built with the highest environmental standards, minimizing waste, institutional footprints can be smaller, and campus environments without plastic<sup>9</sup>. In addition, universities can process waste, minimize institutional footprints, and prohibit environmentally unfriendly waste by establishing the best environmental standards. Research on public advocacy efforts and climate change is important for various reasons to achieve sustainable education. The world of education can be strong if it is built on natural capital and economic capital. The environment that includes sources of raw materials needed to meet human needs, both in everyday life, also plays a role in improving the quality of education. Humans must learn not to harm others and worsen the environmental conditions in which they live, which means that humanity must learn to live within the boundaries of the biosphere.

In the educational unit in the madrasah, the policy of implementing the Pancasila Student Profile program and the values of the *Rahmatan Lil Alamin* Student Profile (P5-PPRA) are determined. Through this program, it is expected that Indonesian students can behave and play an active role in sustainable global development and be resilient in facing various challenges of the times. Indonesian students are also expected to be able to become democratic, superior, and productive citizens in the 21st century. Therefore, Indonesian students are expected to be able to participate in sustainable global development and be resilient in facing various challenges.<sup>10</sup> Pancasila Student Competencies are described in 6 (six) dimensions as a description of the Pancasila Student Profile, namely: a. Faithful, devoted to God Almighty, and noble. b. Global diversity. c. Cooperation. d. Independent. e. Critical thinking. f. Creative. Not only that, the Pancasila student profile is also expected to be able to practice moderate diverse values, both as Indonesian students and as world citizens who uphold the values of humanity and diversity and are civilized. The *Rahmatan Lil Alamin* Student Profile Values include: a. Civilized (*ta'addub*). b. Exemplary (*qudwah*) c. Citizenship and nationality (*muwaṭ'annah*). d. Taking the middle path (*tawassuṭ*). e. Balanced (*tawāzun*). f. Straight and firm (*l'tidāl*). g. Equality (*musāwah*). h. Deliberation (*shyūra*). i. Tolerance (*tasāmuḥ*). j. Dynamic and innovative (*taṭ'awwur wa ibtikār*).

In achieving competency and strengthening the profile, in Madrasah education units (MI/MTs/MA) these activities can be implemented by adjusting the themes that have been aligned with ESD as follows:

- a). Sustainable Living. Students are aware of past and future generations, and the impact of human activities both short and long term on their survival. Students are invited to build awareness of environmentally friendly attitudes and behavior, think logically in dealing with symptoms of environmental damage around them, and develop readiness to face and mitigate it. They can wisely and earnestly play their role as caliphs on earth who are obliged to maintain the sustainability of the earth for the future life of mankind.
- b). Local Wisdom. Students understand the diversity of traditions, cultures, and local wisdom that are the cultural wealth of the nation. Students build curiosity through an inquiry approach and exploration of culture and local wisdom and play a role in maintaining its sustainability. Students can explore existing local traditions and then reflect on the values in them so that they can be applied in life.
- c). *Bhinneka Tunggal Ika*. Students understand the differences in ethnicity, race, religion, and culture in Indonesia as a necessity. Every student accepts diversity as the nation's wealth. Students can promote the nation's cultural wealth, foster a sense of mutual respect, and avoid conflict and violence,
- d). Build the Soul and Body. Building the soul and body is the mandate of the nation's founders since Indonesia's independence so it becomes a sentence in the form of poetry in our national anthem. Students understand that the aspect of health is not only in the body but also the soul so that they are skilled at maintaining their mental and spiritual health. Students care about and discuss

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<sup>8</sup>EU Policy Forum on Development. (2019). Working group: (a) Environmental pillar. (b) Social pillars. (c) Economic pillar of sustainable development. Available online:

<sup>9</sup>Times Higher Education. (2019). (a) University Impact Ranking 2019, (b) University Impact Ranking 2019 by SDG: Methodology.

<sup>10</sup>Directorate General of Islamic Education. 2023. Teacher Professional Education Module: Learning Device Development Module. <https://pendis.kemenag.go.id> / <https://cendikia.kemenag.go.id>

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various problems related to wellbeing, and bullying, and try to find a way out. In the end, they will understand the existence of life after death (akhirat) and yaumul hisab which is reflected in being a person who is religious and obedient to the state.

e). Pancasila Democracy. Students understand democracy in general and Pancasila democracy which is derived from the noble values of the 4th principle. Prioritizing deliberation for consensus as the basis for decision-making. Through democratic learning, students can reflect and understand its challenges in different contexts, including in madrasah organizations, in community life, and in the world of work.

f). Engineering and Technology to build the Republic of Indonesia. Students train themselves to have critical, creative, and innovative reasoning skills so that they can create technology-based products to facilitate their activities and empathize with the surrounding community based on their work. Students apply technology and synergize with social aspects to build a smart society culture in building the Republic of Indonesia and a sense of love for the homeland.

g). Entrepreneurship. Students can identify local economic potential and their efforts to develop it in environmental, social, and community welfare aspects. Through entrepreneurial activities, students can foster creativity and a strong entrepreneurial spirit. Students also open their insights about future opportunities, are sensitive to community needs, become skilled problem solvers, and are ready to become professional workers with full integrity.

h.) Employability. Students connect various knowledge that has been understood with real experiences in daily life and the world of work. Students build an understanding of employment, job opportunities, and work readiness to improve capabilities that are by their expertise, referring to the current needs of the world of work. This theme is intended as a mandatory theme specifically for the MAK level.

The themes that have been determined can then be developed by the madrasah into themes that are appropriate to the context and learning needs of students. The concept of implementing P5-PPRA is as follows:



Figure 1. Concept of implementing P5-PPRA

To implement the Pancasila Student Profile and Rahmatan Lil Alamin Student Profile Strengthening Project, 3 strategies can be used, namely: (1). Co-curricular. The project is implemented separately from intracurricular activities. (2). Integrated/Integrated The P5 and PPRA projects are integrated into intracurricular activities. The implementation of the project is integrated/integrated through collaboration between educators in different fields of study. Project activities can also be directed by involving the community around the madrasah environment by implementing field-based or problem-based learning so that students gain knowledge and skills that can develop their character holistically. (3). Extracurricular. The Pancasila Student Profile and *Rahmatan Lil Alamin* Student Profile Strengthening Project activities can be integrated with extracurricular activities at the madrasah, such as Scouting activities, Youth Red Cross, OSIS, and other extracurricular activities.

### 2. Steps for sustainability education and environmental awareness in madrasah education

Education for Sustainability and awareness can be infused in these areas; 1) Economic growth: To build a sustainable economy that is growing in the right direction; 2) Protecting the environment: Another goal focuses on how humans can contribute to preserving and enhancing the natural environment by reducing waste and pollution, and working towards lowering the global



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carbon footprint. Reducing waste and pollution, and working towards lowering the global carbon footprint; 3) Social inclusion: This goal focuses on giving future generations access to housing and supporting the development of strong, healthy, and thriving international communities. Another view, known as “entrepreneurship”<sup>11</sup> places a high value on people's ability to innovate. Anthropocentrism is a defining characteristic, and it aims to reconcile and integrate social and ecological goals while maintaining a clear focus on human needs. It often combines economics with technological optimism.

Sustainability education was developed in response to the United Nations International Environmental Education Programme (1975–1995), which had outlined a vision and sparked environmental awareness education. Madrasah education helps teachers understand cultural nuances that can lead to a breakdown in teacher-student relationships, culturally responsive teaching (CRT) seeks to close the achievement gap between the two parties. In line with the goals of sustainable development, quality education must be comprehensive, and inclusive, and promote learning opportunities for all. It encompasses entrepreneurship, sustainability education, technical, vocational, and tertiary skills, and competencies from early childhood education to secondary education.<sup>12</sup>

Quality education, according to Ng, PT research<sup>13</sup>. “encompasses holistic development”, preparing learners with skills and abilities for the future, instilling students with the right values, and instilling students with good learning dispositions. This is provided by good instructors, supported by excellent teaching and learning procedures and a holistic learning environment. Universities greatly influence many of the world's future leaders. Therefore, managing, reporting, and building strategies for sustainable development challenges has a great impact.<sup>14</sup>. Change can be driven by the way students engage in the learning process. Teachers participating in CRT must apply critical intercultural awareness skills to assess their values, culture, attitudes, and perceptions with objectivity. This thinking gives teachers a better understanding of the history and lifestyles of other cultures. Culturally responsive teaching also requires developing a learning environment where students are treated with respect and confidence. In addition, they offer standards-based instructional methodologies and curricula through the use of demanding and engaging activities that occur within the context of the student's cultural and linguistic contexts. By integrating their students’ cultural and linguistic backgrounds with challenging learning situations that require higher-order thinking and critical inquiry, CRT techniques empower teachers to educate students on how to become critical thinkers. Researchers demonstrate to teachers how to integrate their teaching with students’ home experiences in Funds of Knowledge, a well-researched critical thinking mediation.<sup>15</sup>.



Figure 2. Holistic steps in sustainability education and environmental awareness

According to the United Nations Sustainable Development Goals (SDGs) (2015-2030), as stated by the Aichi-Nagoya Declaration on Education for Sustainable Development (2014), education must address biodiversity, climate change, sustainable

<sup>11</sup>Cox, W., & Ziv, J. (2005). Dimensions of sustainability. In 3rd International SIIV conference, Bari.

<sup>12</sup>UNESCO, 40th General Conference. (2019). Framework for the implementation of education for sustainable development for the period 2020–2030 (ESD for 2030). Available online:<https://unesdoc.unesco.org/ark:/48223/pf0000370215>.

<sup>13</sup> Ng, PT (2015). What is quality education? How can it be beached? The perspectives of middle school leaders in Singapore. *Educational Assessment, Evaluation, and Accountability*, 27, 307–322.

<sup>14</sup>Adams, C. A. (2018). Debate: Integrated reporting and accounting for sustainable development across generations by universities. *Public Money and Management*, 38, 332–334.

<sup>15</sup>González, N., Moll, L. C., & Amanti, C. (Eds.). (2013). *Funds of knowledge: Theorizing practices in house-holds, communities, and classrooms*. New York: Routledge.

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production, consumption, and the urgency of the crisis of civilization in the country. This involves securing the ecosystem and the elements that make it up from unwanted changes.<sup>16</sup> The aim is to conserve natural resources and the natural environment today and to correct and reverse damaging trends where possible. In addition, there is an urgent need to recognize the value and relevance of traditional knowledge and insight in all geographical, socio-cultural, and educational contexts and their application in the environment.

Teaching sustainability principles is a lot like teaching the reasoning behind abstract concepts or learning them by heart. When educational assessment is used in a tangible and useful way, students are given the knowledge, skills, perspectives, and attitudes they need to live sustainably in their communities. An educational initiative called “awareness through education” promotes tolerance of people who may appear, learn, or act differently from our own and views disabilities (physical, intellectual, and medical) as a normal aspect of the human experience.

The fourth Sustainable Development Goal on education, on quality education, focuses on sustainability education and related strategies.<sup>17</sup> The purpose of educational evaluation through awareness is to reduce the inherent fear and awkwardness that most students experience when they meet someone different. Through educational tools, self-evaluation increases students' self-awareness and engages them in metacognitive activities.<sup>18</sup> The hope is that students will be more comfortable in following the learning process.

### **3. Islamic education management framework in sustainability education and environmental awareness in madrasah education**

The key to influencing the future is responsible management education, which requires translating theoretical problems into real-world opportunities. The foundations of management education provide students with the skills they need to become future producers in creating wealth for industry and society and contributing to a diverse and viable global economy. The values of international efforts such as the United Nations Global Compact, which promotes global social responsibility, must also be embedded in academic instruction and curricula. Building educational structures, resources, procedures, and situations that promote successful leadership experiences. Discussion of important topics and global social responsibility is needed within groups and stakeholders including how education, business, government, consumers, media, and civil society organizations are all essential to illustrating the principles of education reform.<sup>19</sup>

Background Sustainability education begins with Learning: The Treasure Within, a report written by the Intergovernmental Panel led by Jacques Delors on Education for the Twenty-First Century, submitted to UNESCO. The urgent research report aims to redirect education in achieving sustainable development and the need for reform to maintain the spirit of achieving sustainable development. Therefore, the goals of sustainability and education have a legitimate position in any modification resulting from national or local education reform efforts. Increasing the capacity of Educational Institutions is its main goal so that achievement becomes a necessity. The UN has succeeded in integrating the social pillar after the economic and environmental aspects. From here there is a close relationship between Education and Education Management.

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<sup>16</sup>Clive, H., Andrew, M., Nicoletta, P., & Simone, B. (2019). Environmental protection and ecology. In B. Fath (Ed.), *Encyclopedia of Ecology* (2nd ed., pp. 319–326). Amsterdam: Elsevier.

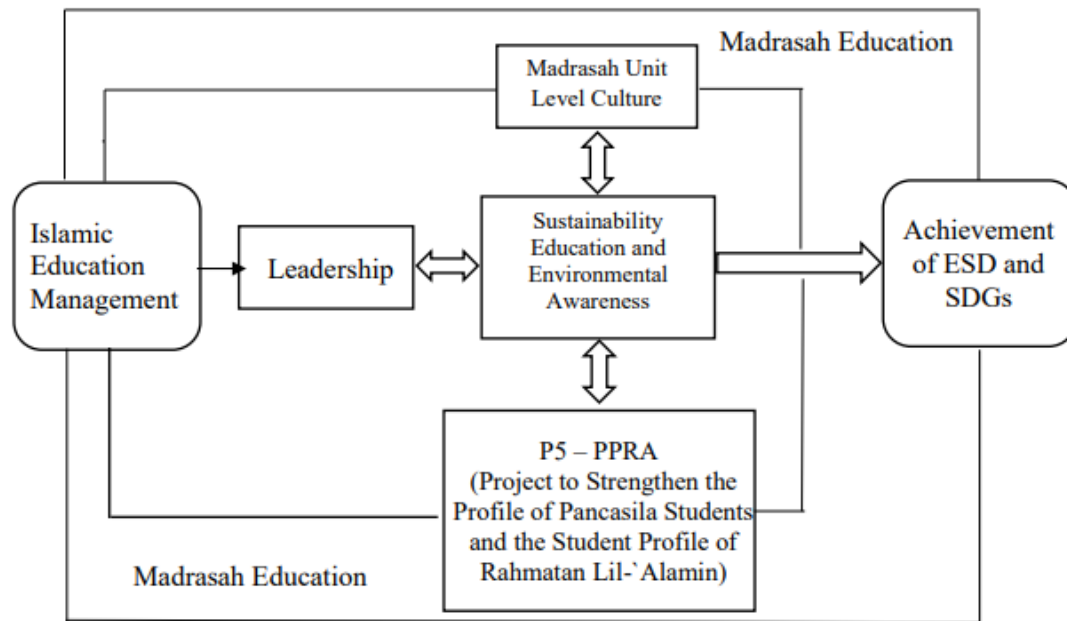
<sup>17</sup>UNESCO. (2017). Education for sustainable development goals. Learning objectives. Available online: <http://unesdoc.unesco.org/images/0024/002474/247444e.pdf>. Accessed 1 May 2020.

<sup>18</sup>Basnet, B. (2011). Is self-assessment effective in enhancing student learning? In AAEE conference, Fremantle. Brem, A., & Puente-Díaz, R. (2020). Creativity, innovation, sustainability: A conceptual model for future research efforts. *Sustainability*, 12(8), 3139

<sup>19</sup>Tavanti, M., & Wilp, E. A. (2015). Globally responsible management education: From principled challenges to practical opportunities. In D. Palmer (Ed.), *Handbook of research on business ethics and corporate responsibility* (pp. 196–220). Hershey: IGI Global.

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The following is a model of the Islamic Education management framework that is by the ESD concept and has been designed in Madrasah Education.



**Figure 3. Model of Islamic education management framework in sustainability education and environmental awareness in Madrasah Education**

Management Education in Theory It acts as a justification for the decisions to be made. An explicit understanding of the theoretical background supporting practices in educational establishments enhances managerial activities. Academic scholars have classified models and theories of educational management. According to Cuthbert<sup>20</sup> There are five categories of educational management theories: analytical-rational, pragmatic-rational, political-phenomenological, and interactionist models. In their efforts to understand and manage educational institutions, students of educational administration who turn to systems studies focus more on guidance in finding a single theory with a variety of theoretical approaches.<sup>21</sup> One of the 17 UN Sustainable Development Goals is to provide access to high-quality education. Identification of ESD teaching points is an important step to take as a step to examine the evolution of sustainable development, especially for educational competencies.<sup>22</sup> The essential characteristics of sustainability education will help management education theory with a holistic approach, envision change, and achieve transformation towards achievement.

### CONCLUSION

Sustainability education and awareness depend on community participation in educational growth. Implementation can be successfully achieved if stakeholders and policymakers can develop strategies well and in a focused manner. Education for sustainable living requires a focus on the Education aspect. Implementation of the integration of Islamic values into the ESD concept can be practically carried out through curriculum reorientation to achieve sustainable living skills. The implementation of an integrated curriculum must still consider the competencies and resources owned by each Madrasah.

The approach taken in integrating the aspects of Education, society, and environment must cross all countries in the world. In principle, increasing education and the level of awareness of sustainability will increase good community behavior towards environmental, social, and economic sustainability. Governments, institutions, the private sector, industry, and businesses must support sustainability education for a better future and generation so that the achievement of the goals of Education for sustainable living can be optimal.

<sup>20</sup>Cuthbert, R. (1984). *The Management Process*, E324 Management in Post Compulsory Education, Block 3, Part 2: Buckingham: Open University Press.

<sup>21</sup>Ribbins, P. (1985). *Organization theory and the study of educational institutions*. In M. Hughes, P. Ribbins,

<sup>22</sup>UNECE. (2012). *Competences in education for sustainable development*. Utrecht: United Nations Economic Commission for Europe. Available online: <https://www.unece.org/fileadmin/DAM/env/esd/>



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