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Implementation of Green Education in Islamic Boarding Schools Nurul Haramain Islamic Boarding School : Forming Character Ecological Santri through Curriculum Actual

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Abstract

This aim For analyze implementation eco- pesantren curriculum based green education , identifying his role in form competence ecological students , as well as know obstacle in implementation at the Pondok Nurul Haramain Islamic Boarding School , NWDI Narmada, West Lombok. Research This use approach qualitative with type studies cases of a nature descriptive . Data collection techniques are carried out through observation , interviews , and documentation , while data analysis using the interactive model of Miles, Huberman, and Saldaña, as well as data validity is tested through triangulation sources and techniques . Research results show that implementation eco- pesantren curriculum No shaped document written , but realized in practice daily life students as curriculum actual and hidden curriculum through habits , role models , and activities environment . Curriculum This play a role effective in form competence ecological students who include aspect knowledge , attitudes , skills , and participation , which develop through experience direct and habituation sustainable . The obstacles found individual in nature , namely Still existence students who do violation repetitive to rule cleanliness , although has given sanctions . With Thus , the eco- pesantren curriculum based green education proven capable form competence ecological students in a way holistic , although Still need strengthening in aspect discipline individual .

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Keywords : eco- Islamic boarding school , green education , curriculum , competence ecological

INTRODUCTION

A frequent phenomenon found in the environment Islamic boarding school show that practice cleanliness and management environment Not yet fully become internalized culture in a way be consistent with yourself students .[1] Activity daily like management waste , utilization room green , and behavior life clean often still nature incidental , not yet structured as part from system directed education . On the other hand , Islamic boarding schools as institution Islamic education has potential big in form character students , including character care environment .[2] Reality This indicates existence need For present approach education that is not only normative , but also applicable in build awareness ecological students through contextual and sustainable curriculum

In a way theoretically , the concept of eco- pesantren is development from education environment integrated life with values Islam . [3]Eco- Islamic boarding school No only emphasize aspect cognitive , but also affective and psychomotor in form behavior friendly environment .[4] In perspective modern education , approach This in line with the concept of green education, namely something paradigm education that emphasizes sustainability , awareness ecological , as well as not quite enough answer man to environment . Green education views that learning No only taking place inside class , but also through experience direct (experiential learning) which allows participant educate interact in a way real with environment surrounding area .[5] With Thus , the integration of eco- pesantren and green education becomes runway important in development capable curriculum form competence ecological in a way holistic .

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[1]Fauzi, Ahmad Akbar, and Mahasri Shobahiya . "Efforts to Improve Awareness Cleanliness of Students at the Islamic Boarding School Islamic boarding school Quran memorization at Setia Putra Regency House Sukoharjo ." *IQRO: Journal of Islamic Education* 8.3 (2025): 1184-1198.

[2]Fitriyah, Khoirunnisail , and Nanik Mujiati. "TRANSFORMATION OF ISLAMIC BOARDING SCHOOL EDUCATION IN FORMING THE CHARACTER OF STUDENTS WHO CARE ABOUT THE ENVIRONMENT AND SOCIAL: A CASE STUDY IN SABILUL MUTTAQIN MOJOKERTO." *Proceedings of International Conference on Educational Management* . Vol. 3. No. 1. 2025.

[3] Prihatin , Novianto Ari, and Esti Setiawati. " Implementation of Eco- Islamic Boarding Schools " As School Culture Towards Education for Sustainable Development at PPM Baitussalam ." *Delve into Social Studies* 18.2 (2025): 248-259.

[4]Maulana, Muhammad Rifkhi, Ali Murtadho, and Imam Syafei. "Islamic Education Based on Ecological Ethics " as Response to Global Environmental Crisis and Disasters ." *Pendas: Journal Elementary Education Science* 10.04 (2025): 237-249.

[5]Bakti, Miftahul Aisyiyah, Amelia Alifah Sagala, and Ade Kurnia Sari. " Implementation Outdoor Education Based Science Learning for Strengthen Experience Study " Natural Concepts at SDN 056021 Pematang Tengah." *NUSANTARA SCIENTIFIC JOURNAL* 2.4 (2025): 341-346.

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However , the problem main thing that appears is Not yet optimally competence ecological students , which includes aspect knowledge , attitudes , and skills in guard environment . Although in some Islamic boarding school has available various based programs environment , in in practice No all students show level equal participation and concern . There is a phenomenon in which some students not enough involved active , even tend behave indifferent not indifferent to related activities with preservation environment . Conditions This show that the existence of the program alone Not yet Enough For ensure formation competence ecological in a way comprehensive . As well as many environmental programs in the institution education that is still nature ceremonial and not yet integrated in a way systematic in curriculum . Apart from that , there are trend that curriculum understood in a way narrow as document written , so that practices education based environment that is not documented often not recognized as part from curriculum . This is cause lack of study deep to How practice real in Islamic boarding schools can functioning as effective curriculum in form competence ecological students .

As effort answer problem said , research This offer approach analysis eco- pesantren curriculum based on green education with emphasize in practice real as form implementation curriculum . In context this , curriculum No only understood as formal documents , but also as curriculum actual and hidden (hidden curriculum) which is reflected in activity daily santri . Through approach this research make an effort reveal How eco - pesantren practices can functioning as an effective learning medium in form competence ecological students .

Urgency study This lies in the importance of development of relevant curriculum models with challenge global environment , as well as contextual with values local and Islamic . In the middle increasing issue damage environment , education own role strategic in implant awareness ecological since early . Islamic boarding school as institution education based mark own opportunity big For become pioneer in development education environment based character . Therefore that , study to eco- pesantren curriculum become important For produce comprehensive understanding as well as recommendation development more curriculum effective and sustainable .

A number of study previously show that integration education environment in curriculum capable increase awareness and behavior friendly environment participant education . Research regarding the eco- pesantren carried out by Risana confirm that activity based environment like reforestation and management rubbish can form character care environment . [6]In addition , the

[6] Risana , Fifi, et al. " The Urgency of Islamic Education in Formation of Ecological Piety of Students at Islamic Boarding Schools Islamic boarding school Eco- Based Islamic Boarding School (Case Study of Islamic

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study about green education shows that learning based experience own influence significant to formation competence ecological .[7] However , some big study the Still focus on program aspects or activities , not yet in a way specific study practice the as part from curriculum , in particular in context Islamic boarding schools that do not own curriculum written formally . This is what becomes gap research (research gap) that is desired filled by research This .

Based on description said , research This aim For analyze eco- pesantren curriculum based on green education in form competence ecological students at the Islamic boarding school Nurul Haramain NWDI Narmada Islamic Boarding School , West Lombok. In a way special , research This aim For analyze implementation eco- pesantren curriculum that is realized in various practice real . Research this also aims For identify role eco- pesantren curriculum based on green education in form competence ecological students as well as involvement students in eco- pesantren practices said . More further research This aim For know obstacle or obstacles faced in implementation of eco-Islamic boarding schools in Islamic boarding schools Nurul Haramain Islamic Boarding School , NWDI Narmada, West Lombok. Research This expected can give contribution theoretical in development study curriculum , as well as contribution practical in strengthening education environment based Islamic boarding school .

LITERATURE REVIEW

A. Eco- Islamic Boarding School Curriculum

In a way conceptual , curriculum is a set plans and arrangements about objectives , content , teaching materials , and methods used as guidelines in organization activity learning .[8] However , in study This curriculum No understood in a way narrow as document written , but as overall experience experienced learning participant educate in the educational process . View This referring to perspective modern curriculum proposed by Ralph Tyler, which emphasizes that curriculum covers goals , experiences learning , organization learning , and evaluation .[9] With Thus

Boarding School) Islamic boarding school Malahayati Bandar Lampung). " *Pendas: Journal Elementary Education Science* 9.04 (2024): 162-170.

[7]Putra, Edysyah , Nabilah Siregar, and Diana Hasibuan. "DEVELOPMENT OF GREEN EDUCATION-BASED BIOLOGY LEARNING MODEL TO IMPROVE AWARENESS OF SUSTAINABLE DEVELOPMENT AT THE SOUTH TAPANULI INSTITUTE OF EDUCATION." *JOURNAL OF EDUCATION AND DEVELOPMENT* 14.1 (2026): 456-463.

[8] Nasution, Sari Wahyuni Rozi , Hanifah Nur Nasution, and Rahmad Fauzi. *Basics Development Curriculum* . Nem Publisher , 2022.

[9] Sholihah , Mamluatu , Risda Aprilia, and Fathi Hidayah. " Application of Tyler's Model in Development Arabic Language Curriculum at MTs Ja- Alhaq , Bengkulu City." *MUMTAZ: Journal of Islamic Religious Education* 2.2 (2023): 105-121.

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, the existence of curriculum No always depending on the form administrative , but can come true in practice real during components the fulfilled in a way substantive .

Draft the reinforced by theory *hidden curriculum* that explains that values , norms, and habits that are formed in environment education is an integral part of the curriculum process .[10] In context Islamic boarding school , practice daily life like habituation guard cleanliness , management environment , as well as exemplary behavior administrator No only can understood as culture institutional , but also as form implementation curriculum that is implicit However systematic . This is in line with Jackson's view that formation character participant educate No only determined by the formal curriculum , but also by the culture and habits that develop in environment education . [11]In addition , the theory constructivism developed by Piaget and Vygotsky emphasizes that knowledge built in a way active through experience direct and interaction with environment , so that strengthen importance practice real in the learning process .[12]

In context mentioned , the curriculum is not documented formally often viewed as weakness in system education . However , in perspective education contextual , especially in the environment Islamic boarding school , a living curriculum in practice daily life precisely own strength in the internalization process value . This is caused by Because learning No only taking place in the realm of cognitive , but also includes dimensions affective and psychomotor through repeated habituation . With Thus , the effectiveness curriculum No solely determined by the existence of document written , but rather by the extent to which the curriculum the capable form behavior and character participant educate in a way real .

In line with that , eco- pesantren is draft education based integrated environment with values Islam .[13] Draft This emphasizes the formation of awareness ecological through activity real like reforestation , management waste and utilization source Power natural in a way wise approach This No only aspect - oriented knowledge , but also includes formation attitudes and

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[10] Inayah, Sukma. *Formation Character Religious Students Based on Hidden Curriculum in Islamic Boarding Schools Darul A'Mal Islamic Boarding School, Metro City* . Diss. UIN Jurai Siwo Lampung, 2025.

[11] Siddik , Ja'far. "INTEGRATION OF PANCASILA STUDENT PROFILES IN THE ISLAMIC BOARDING SCHOOL CURRICULUM: A QUALITATIVE STUDY AT RAUDLATUL FIRDAUS ISLAMIC BOARDING SCHOOL." *As- Syifa : Journal of Islamic Studies and History* 5.1 (2026): 119-136.

[12] Putri, Andin Ersa, et al. "THE EFFECT OF USING THE NATURAL ENVIRONMENT AS A MEDIA AND SOURCE OF SCIENCE LEARNING IN GRADE III OF SDN 40/1 BAJUBANG LAUT." *Didactics : Journal Scientific PGSD STKIP Subang* 11.04 (2026): 216-225.

[13] Prihatin , Novianto Ari, and Esti Setiawati. " Implementation of Eco- Islamic Boarding Schools " As School Culture Towards Education for Sustainable Development at PPM Baitussalam ." *Delve into Social Studies* 18.2 (2025): 248-259.

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skills in behave friendly environment .[14]

Based on description mentioned , the eco- pesantren curriculum in study This defined in a way operational as system experience Study based integrated environment in activity daily life students , which includes objective education ecological , material mark environment , experience Study through practice directly , and mechanism evaluation through habituation , reinforcement , and participation active . With however , although No documented formally , eco- pesantren practices still fulfil criteria curriculum Because own clear objectives , containing material , presenting experience learning , and own mechanism evaluation . Therefore that , eco- pesantren curriculum can categorized as curriculum actual and *hidden curriculum* that functions in a way effective in form competence ecological students in a way contextual and sustainable .

B. Green Education

Green education is draft education that is oriented towards formation awareness and responsibility answer to environment life through integration principle sustainability , preservation environment , as well as utilization source Power natural in a way wise in the entire learning process .[15] Approach This No only emphasize understanding theoretical , but also encouraging participant educate For apply values ecological in life daily through experience direct

Educational theory environment as put forward by UNESCO confirms that education environment is a purposeful process For increase awareness , knowledge , attitude , skills , and individual participation in maintain and repair quality environment . [16]This theory strengthen green education concept with emphasize that learning environment must nature comprehensive and inclusive all over aspect development participant educate , so that No only produce understanding , but also shaping behavior sustainable real in guard environment .

Green education indicators based on theory education UNESCO environment reflects dimensions competencies that must be owned participant educate in build awareness ecological in a way intact . *Awareness* environment) shows level sensitivity individual to conditions and

[14] Maulana, Muhammad Rifkhi, Ali Murtadho, and Imam Syafei. "Islamic Education Based on Ecological Ethics " as Response to Global Environmental Crisis and Disasters ." *Pendas: Journal Elementary Education Science* 10.04 (2025): 237-249.

[15]Yudi, Usman. "Green Islam education: Instilling awareness ecotheological in curriculum Islamic education ." *Modeling : Journal of the PGMI Study Program* 12.1 (2025): 482-495.

[16]Putri, Tasya, Juanda Juanda , and Asia Asia . " Ecofeminism in Raifa's Novel in Embrace Selembu : Representation of Environmental Education Values and Women's Agency." *Journal Onoma : Education, Language, and Literature* 12.2 (2026): 854-868.

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problems surrounding environment . *Knowledge* environment) related with understanding to concepts , principles , and issues environment . *Attitude* care environment) reflects values and concerns that drive individual For behave positive to environment . *Skills* refer to the ability in manage and solve problem environment in a way practical . Meanwhile that , *participation* (participation) emphasizes involvement active individual in various activity preservation environment . Fifth indicator This show that education environment No only aspect - oriented cognitive , but also includes aspect affective and psychomotor in a way integrated .

Temporary that , theory *Deep Ecology* proposed by Arne Naess emphasizes that man is the part that is not inseparable from nature . This theory look at that all over creature life own mark intrinsic , so that man own not quite enough moral responsibility for guard balance ecosystem . In perspective this , awareness ecological No only nature rational , but also profound in a way ethical and spiritual, so that push individual For life in harmony with natural in a way sustainable .[17] According to Islamic education , humans are also positioned as *the caliph fil ardh* who has not quite enough answer in guard sustainability environment . [18]Therefore that , green education becomes form implementation values Islam in context preservation environment .

Green education in study This understood as approach education that emphasizes formation awareness and responsibility answer ecological in a way comprehensive through integration knowledge , attitudes , and actions real in life daily .

C. Competence Ecological Students

Competence ecological is ability individuals who include aspect knowledge , attitudes , and skills in understand , maintain , and preserve environment life in a way responsible answer .[19] In framework theory education character as put forward by Thomas Lickona, competence This can explained through three component main , namely *moral knowing* , *moral feeling* , and *moral action* .[20] *Moral knowing* related with understanding individual to values environment , such as

[17]Sarah, Siti, and Radea Yuli A. Hambali . " Ecophilosophy " Deep Ecology" Views Ecocentrism on the Ethics of Deep Ecology." *Gunung Djati Conference Series* . Vol. 19. 2023.

[18]Guna, Aryogo Adi, and Muh Fauzi. "ISLAMIC RELIGIOUS EDUCATION AND STUDENTS' ECOLOGICAL AWARENESS: A REVIEW OF QUR'ANIC VALUES." *An Najah (Journal of Islamic Education and Social Religious Studies)* 5.1 (2026): 1-9.

[19] Labobar , Julianus, and Sintia Kapojos . "ECOLOGICAL LITERACY ECOLOGICAL LITERACY: Implementation of Environmental Education for Junior High School Students in Sentani District ." *Civics Education and Social Science Journal (CESSJ)* 5.2 (2023): 94-109.

[20]Susanti, Salamah Eka. " Character Education" in build moral intelligence for child age early Thomas Lickona's perspective ." *Trilogy : Journal knowledge Technology , Health, and Humanities* 3.1 (2022): 10-17.

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importance guard cleanliness and sustainability nature . *Moral feeling* reflect attitude concern and sensitivity to condition environment , so that individual own internal drive to behave friendly environment . Meanwhile that , *moral action* is form real from knowledge and attitudes the in form behavior concrete , such as throw away trash in its place , keep cleanliness , and participate in activity preservation environment . With Thus , competence ecological No only stops at understanding , but also reflects in attitudes and actions real in life daily .

behaviorism theory put forward by BF Skinner also emphasizes that behavior individual formed through *the* process of conditioning and reinforcement .[21] In context competence ecological , behavioral care environment No appear in a way instant , but rather built through repetitive exercises as well as giving strengthening , good in the form of award and sanctions . Habituation activity like guard cleanliness , managing trash , and care for environment in a way consistent will form pattern persistent behavior individual . In addition , strengthening positive like praise or award can push students For Keep going maintain behavior friendly environment , while strengthening negative can functioning as control to inappropriate behavior in accordance with the Thus , the theory behaviorism complete theory Lickona with confirm that formation *moral action* in competence Ecologically, it is greatly influenced by the habituation process that is carried out in a way continously in environment education .

Competence ecological students in study This is integration between knowledge , attitudes , and skills that are formed through the learning process based experience and habituation . Competence This reflected in ability students For understand , feel , and act in a way real in guard environment .

PREVIOUS RESEARCH

Study previously carried out by Adinda Aulia Jauharotin Farda entitled *" Strengthening Character Education Care Environment Using the Eco- Pesantren Program Students Cottage Islamic boarding school Fadhlul Fadhlan (PPFF) Semarang.* Show that implementation of the eco-pesantren program can strengthen character care environment students Good from aspect knowledge , awareness and attitude students , with sustainable , individual approach can develop character care strong environment and contribute to the preservation environment .[22] In a way conceptual , research the own equality with research that will be done , namely You're welcome

[21]Ikhlas, Nur, Muslim Afandi, and Mhd Subhan. " Learning Strategies for Islamic Religious Education in Learning Theory Perspective " Behaviorism of Thorndike, Pavlov, and Skinner." *An-Nuha* 5.3 (2025): 447-462.

[22]WALISONGO, STATE ISLAMIC UNIVERSITY. "STENGING ENVIRONMENTAL CHARACTER EDUCATION USING THE ECO PROGRAM OF ISLAMIC BOARDING SCHOOL STUDENTS."

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studying eco- Islamic boarding schools as means formation character or competence ecological students through activity based environment . Both also emphasized importance aspect knowledge , attitudes , and behavior in form awareness ecological , as well as look at that learning effective environment must done through practice direct and continuous habituation . There are also the difference fundamental between second study said . Adinda Aulia's research Jauharotin Farda more focused on strengthening character care environment through the eco- pesantren program as activity or intervention education . Meanwhile that , the research that will be done own more focus broad and deep , namely analyzing eco- Islamic boarding schools as A curriculum , good in form curriculum current and hidden curriculum. Research This No only see the program as activities , but also study How practices the functioning as system structured learning in form competence ecological santri . Research it also integrates green education perspective that emphasizes sustainability , experiential learning, and dimensions competence ecological which includes knowledge , attitudes , skills , and participation . With Thus , research This make an effort fill in gap study previously with give more analysis comprehensive to role eco- pesantren curriculum in context education environment based Islamic boarding school .

Research conducted by Resti Andini entitled *" Eco- Islamic Boarding School Management" in Build Eco- Friendly Islamic Boarding School in Pondok Islamic boarding school Darunnajah East Lampung and Darul Muttaqin Metro Islamic Boarding School ".* Shows that implementation eco-Islamic boarding school management done through four stages main , namely planning , organizing , implementing , and evaluating . At this stage planning , eco- pesantren program directed For generating innovative ideas in build Islamic boarding school friendly environment . Stage organizing covers placement source Power man in accordance with competence , grouping activities , formation structure organization , as well as strengthening interaction and work The same between inhabitant Islamic boarding school with still refers to the principles of eco-pesantren . Next , the next stage implementation covering arrangement allocation time management activities , as well as utilization facilities and infrastructure supporters . As for the stages evaluation done through internal and external supervision involving various parties , such as head foundation , service health , and the Ministry of Religion, to ensure sustainability and effectiveness of the program. Research results This confirm that structured and collaborative management become factor key in realize friendly Islamic boarding school environment .[23] Study

[23]RESTI, ANDINI. *ECO-BOARDING SCHOOL MANAGEMENT IN BUILDING ENVIRONMENTALLY FRIENDLY BOARDING SCHOOL IN DARUNNAJAH BOARDING SCHOOL, EAST LAMPUNG AND DARUL MUTTAQIN METRO BOARDING SCHOOL* . Diss. UIN RADEN INTAN LAMPUNG, 2025.

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the own equality with research that will be done , namely You're welcome studying eco- Islamic boarding schools as effort build awareness and behavior care environment in the environment Islamic boarding schools . Both also emphasize importance practice real , habituation , and involvement all over inhabitant Islamic boarding school in realize sustainable environment . In addition , both study You're welcome see that success education environment No only depends on the aspect cognitive , but also on implementation activity real that forms attitudes and behavior . There are also quite significant differences significant between second study said . Research Resti Andini focuses on the aspects managerial in eco- Islamic boarding school management , with focuses on how functions management implemented For build Islamic boarding school friendly environment . Meanwhile that , the research that will be done more focus on analysis curriculum , good as formal, actual , and hidden curriculum . Research This No only study how the program is managed , but also how eco- pesantren practices the functioning as experience integrated learning in curriculum and contribute in form competence ecological santri . Research this also uses green education perspective that emphasizes integration aspect knowledge , attitudes , skills , and participation in framework education sustainable . With Thus , research This give corner more perspective deep towards eco- Islamic boarding schools as system learning , not only as system environmental program management .

Research conducted by Akhmad Afnan Fajarudin, Ahmad Ihwanul Muttaqin, and Mohammad Darwis with title *"Designing an Ecological Paradigm of Islamic Education Based on Islamic Boarding Schools "* focused on formulation paradigm Islamic education based on integrated ecology in system Islamic boarding schools . Research results the show that Islamic boarding school own runway strong values For develop education ecological , especially through draft man as the responsible caliph *on earth* answer to sustainability environment . Research This emphasize that Islamic education based on Islamic boarding school need integrate values ecological in a way philosophical , theological , and pedagogical , so that formed something paradigm education that is not only aspect - oriented science , but also on awareness deep ecological .[24] Study the own equality with research that will be done , namely You're welcome put Islamic boarding school as a basis for development education integrated environment with values Islam . Both also emphasized importance formation awareness ecological as part from not quite enough human moral and spiritual responsibility to environment . In addition , both study You're

[24] Fajarudin , Akhmad Afnan, Ahmad Ihwanul Muttaqin, and Mohammad Darwis. "Designing an Ecological Paradigm of Islamic Education Based on Islamic Boarding Schools ." *Proceeding of the International Conference on Education and Sharia* . Vol. 1. 2024.

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welcome confess that education environment in context Islamic boarding school must covers aspect knowledge , attitudes , and behavior in holistic framework . There are also differences between second research , research by Akhmad Afnan Fajarudin et al . more focused on development paradigm or framework conceptual Islamic education based on ecology at a theoretical level . While that , the research that will be done focus on analysis implementative , namely study How eco- pesantren curriculum executed in practice real as curriculum actual and hidden curriculum. Research this is also more emphasizes the formation of competence ecological students through green education approach based on experience *(experiential learning)* as well as habituation . With Thus , research This complete study previously with give study more empirical contextual and applicable in see How values ecological implemented in life everyday life in the environment Islamic boarding school .

RESEARCH METHODS

Study This use approach qualitative with type studies cases of a nature descriptive , namely something method research that aims For understand and describe in a way deep something phenomenon in context life real . [25]Case study chosen Because study This focus on one location certain , namely Cottage Nurul Haramain NWDI Narmada Islamic Boarding School , West Lombok, so that allows researchers For study in a way comprehensive implementation eco- pesantren curriculum based on green education in form competence ecological students .

Data collection techniques include observation , interviews , and documentation .[26] Observation done For observe in a way direct various related activities with eco- pesantren practices , such as management garbage , activities reforestation , as well as habituation behavior friendly environment in life daily students . Interview done For dig information about implementation eco- pesantren curriculum , its role in form competence ecological , as well as obstacles faced . Meanwhile that , documentation used For complete the data through collection various documents , such as activity programs , archives Islamic boarding school , photo activities , as well as other relevant documents with study .

Data analysis was performed with using the interactive model of Miles, Huberman, and Saldaña which includes data condensation , data presentation , and withdrawal conclusion and

[25] Assyakurrohim , Dimas, et al. " Study methods case in study qualitative ." *Journal of Science and Computer Education* 3.01 (2022): 1-9.

[26]Jailani, M. Syahran. " Data collection techniques and instruments study scientific education on the approach qualitative and quantitative ." *IHSAN: Journal of Islamic Education* 1.2 (2023): 1-9.

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verification in a way sustainable .[27] Data condensation is performed with method select , focus , and simplify the data obtained from results observation , interviews , and documentation . Next , the data is presented in form description descriptive For make it easier researchers in understand patterns , relationships , and themes that emerge from results research . Stage final is withdrawal conclusions drawn in a way continously with do verification to the data, so that produce valid and reliable findings accountable .

Validity of data in study This guarded through technique triangulation , namely triangulation sources and triangulation Triangulation technique source done with compare information obtained from various informant . Meanwhile that , triangulation technique done with compare the results data observation , interviews , and documentation . With Thus , the data obtained own level high accuracy and credibility as well as capable give comprehensive overview about eco- pesantren curriculum based on green education in form competence ecological students .

DISCUSSION RESULTS

Implementation Eco- Islamic Boarding School Curriculum Based on Green Education

Research result show that implementation eco- Islamic boarding school curriculum at Pondok Nurul Haramain NWDI Narmada Islamic Boarding School does not arranged in form formal written documents , but rather realized in practice daily life students as part from curriculum actual and *hidden curriculum* . Curriculum This developed in a way independent by the party Islamic boarding school and has walk since around 2012 , starting from the nursery program , management rubbish through burning , until activity reforestation in various location like Lombok International Airport area and Suren Valley. This show that eco- pesantren curriculum implemented in a way contextual and sustainable through activity integrated real in life daily santri . Based on results interview with administrator Islamic boarding school :

" At the boarding school Islamic boarding school This We That teach female students We That his name cleanliness , so We teach they No only in a way theory just So We for example , we give an example How method how to process it method We clean it too We for example , so We No only as craftsman order just like that , but we also give an example . so children That they learn also from We what they Look That So education ".[28]

[27]Fatimah, Qori Mulqi, et al. "Early Childhood Character Education : Teacher Contribution and the Active Role of Parents." *Aulad : Journal on Early Childhood* 8.3 (2025): 1636-1644.

[28] Syafri Royyan Abdillah, S.Pd. Interview , Narmada West Lombok, May 2, 2026 .

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Implementation eco- pesantren curriculum more emphasize on method exemplary behavior and practice direct compared to with learning theoretical in class . Values cleanliness and care environment No taught as formal material , but rather implanted through habituation and example real from the administrators and teachers. The administrators do not only give instructions , but also in a direct demonstrate method guard cleanliness , managing garbage , and nurse environment . This strengthened by example leadership well -known Islamic boarding school as " mamik ", who since beginning in a way direct jump to field and provide example real to students in maintain and care for environment . Approach This show that the learning process ongoing through experience direct (*experiential learning*), where students Study from what they see and do in daily life .

In addition , the implementation eco- pesantren curriculum is also integrated in structure organization students , such as internal organization that divides roles and responsibilities answer in various fields , including cleanliness environment . Students who are members in part cleanliness own task No only cleaning , but also maintaining environment as well as coordinate and provide example to students others . This is reflect the existence of a learning process based participation active and leadership , where students No only become object , but also subject in implementation curriculum . With Thus , the eco- pesantren curriculum No only nature instructional , but also transformative in form culture environment in Islamic boarding schools .

Methods used in implementation curriculum This nature direct and applicable , such as activity filling polybags, planting plants , management garbage , and manufacturing parks and agriculture organic . Apart from that , there are system supervision and strengthening behavior through mechanism *jasus* (supervision) between santri), giving sanctions for violations , as well as award for individual or group that shows concern to environment , such as the "best of" program for room , class cleanest or students who cares to garbage . System This show existence implementation principle habituation and reinforcement in form behavior ecological students . Interview results with students strengthen findings the :

" We are here That for example take care of it that , if anyone throws it away rubbish That We fine he , if not we will also clean it love his sanctions . There is also the best of for example he care The same trash , the cleanest room or The cleanest class . I just heard the term eco- pesantren , but what do you know ? Meaning from eco- Islamic boarding school That as explained earlier related guard environment cleanliness Islamic boarding school Because here of course Already implemented like That ".[29]

[29] Sulistiani . Interview , Narmada West Lombok, May 2, 2026.

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They state that although No in a way explicit know the term eco- pesantren , they understand and implement the values contained in it , such as guard cleanliness , sorting trash , and do activity reforestation . Activities cleaning done regularly , well through timetable daily and activity special like Work devotion on Friday . In addition , there is system picket , sanctions and awards participate push involvement active students in guard environment . Awareness ecological also began formed internally , it is shown with initiative students who are independent throw away trash in its place without must ordered .

Findings This is also reinforced by the results observation researchers who showed that environment Islamic boarding school in a way general in condition clean and tidy , with involvement active students in activity management trash and decorations environment . Students seen do sorting garbage , collection in sacks , and processing through combustion and recycling repeat . In addition , the use of material experience like bamboo in manufacturing decor show existence creativity and awareness in utilise source Power in a way wise . System management waste that is done , including development place burning near flow river , also shows existence effort consider aspect environment , although still need study more carry on related impact ecologically .

If analyzed based on theory development Ralph Tyler curriculum , implementation eco-Islamic boarding school curriculum at Pondok Nurul Haramain NWDI Narmada Islamic Boarding School in general substantive has covers four component main , although No arranged in form written formal documents . Educational objectives reflected in effort formation awareness and behavior care environment for students , which can seen through habituation guard cleanliness , involvement active in activity management waste and greening , as well as planting mark not quite enough answer to environment that is consistent delivered and exemplified by administrators and leaders Islamic boarding school . Contents or material curriculum realized in integration values environment that is not taught formally in class , but rather present in practice daily life like activity cleanliness , sorting garbage , and management environment through organization students , so that material nature contextual and applicable . Experience Study looks dominant through implementation learning based practice direct (*experiential learning*), where students involved in a way active in various activity environment , reinforced with exemplary behavior administrators who allow students Study through observation , participation , and habituation . Meanwhile that , evaluation done in a way sustainable through system supervision , provision sanctions , as well as awards , such as mechanism “the best of” *services and programs that* work

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For evaluate at a time strengthen behavior ecological santri . Findings This confirm that eco-pesantren practices No only can understood as activity environment only , but has fulfil characteristics curriculum in a way substantive . This is seen from existence directed goals , experience systematic learning , as well as mechanism continuous evaluation , so that strengthen eco- pesantren position as curriculum actual and hidden curriculum.

Fourth component the show that eco- pesantren curriculum No only fulfil framework Tyler's theory , but also in harmony with principle *green education* which emphasizes the formation of awareness ecological through integration knowledge , attitudes , skills , and participation in context life real . The approach is based on experience direct , habituation , and involvement active students reflect characteristics main *green education* , namely sustainability - oriented learning and interaction direct with environment . With however , although No documented formally , the eco- pesantren curriculum in study This implemented in a way contextual as system education based capable environment form competence ecological students in a way holistic and sustainable .

The Role of Eco- Islamic Boarding School Curriculum Based on Green Education in Forming Competence Ecological Students

Research result show that eco- pesantren curriculum based *green education* at the Islamic boarding school Nurul Haramain NWDI Narmada Islamic Boarding School has significant role in form competence ecological good students from aspect knowledge , attitudes , skills , and participation . Although No arranged in form curriculum written , practice integrated daily life in life Islamic boarding school proven capable implant values concern environment in a way gradual and sustainable . This is in line with draft *hidden curriculum* that emphasizes that formation character No only through formal learning , but also through developing culture and customs in environment education . Interview results with administrator :

" Attitude they yeah if they also take a long time like that I don't like seeing it either something dirty that's how it is yeah awareness self they That with We still remember like that , right? his name become habits like that right yes of course need encouragement too. Thank God there is skills also especially in the part cleanliness , right? those who help We each evening like that right , sorting rubbish So which one is plastic, which one is bottle and so on , from that's it they Study sorting like that ".[30]

From the aspect attitude , results interview with administrator show that students

[30] Syafri Royyan Abdillah, S.Pd. Interview , Narmada West Lombok, May 2, 2026 .

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experience change behavior in a way gradually , where they start have a feeling of not comfortable to condition dirty environment as well as grow awareness For guard cleanliness . Awareness This formed through the process of habituation carried out in a way continuously , like giving advice , reprimands , and involvement direct in activity cleanliness . In addition , the management also emphasized that students must involved direct in guard environment Because they is part from environment said , so that own not quite enough answer as a " resident " of the Islamic boarding school . Principle This contain mark not quite enough answer collective , where consciousness ecological No only is individual, but also social . This is show that formation attitude ecologically is greatly influenced by continuous role modelling and reinforcement , as explained in theory BF Skinner's behaviorism .

From the aspect skills , students show ability in manage environment , in particular in activity sorting waste , management waste , as well as activity greening . Students who are members in part cleanliness own role more intense in practice such as sorting rubbish based on the type , which is done regularly every day . Skills This obtained through experience direct in activity real , so that reflect implementation learning based experience (*experiential learning*) that becomes characteristics main *green education* . With thus , students No only understand concept , but also has ability practical in guard environment .

From the aspect participation , all students involved in activity guard cleanliness environment Islamic boarding school , good through routine activities such as picket daily , work devotion , as well as activity special others . Although in processing rubbish in a way technical only carried out by the section cleanliness , in general general all over students still own role in guard cleanliness and order environment . This is also reinforced by the results interview students who show existence involvement active , working The same between sections , as well as awareness For each other remind in guard cleanliness . In fact , it appears initiative from students For in a way independent throw away trash in its place without must ordered , which shows existence internalization values ecological in self they .

" If there is students who saw trash like him sensitive Alone like that direct throw away to the place , if other than day Friday someone is on duty cleaning , no enter class the result from Morning until Maghrib , later replaced The same someone is on duty evening again the coordinator trash . important very we protect the environment , because if he scattered trash is not beautiful the cottage , it looks like it's being destroyed , if this is the case Just Already dirty like uncomfortable like that look at it , more Good We Look he neat good , we also cooperate The same other parts ,

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not only part cleanliness aj Because We each other value ".[31]

From the aspect knowledge , although No taught formally in class , students get understanding about importance guard environment through practice direct and habituation . They understand that clean environment will create comfort , beauty , and reflect mark discipline . This is show that knowledge ecological students formed in a way contextual through experience real , in line with theory constructivism which states that knowledge built through interaction direct with environment .

In a way overall , eco- pesantren curriculum based *green education* at the Islamic boarding school Nurul Haramain NWDI Narmada Islamic Boarding School plays a role in a way effective in form competence ecological students in a way holistic . Integration between role model , habituation , participation active , and experience direct make the learning process No only nature cognitive , but also affective and psychomotor . The findings This in line with draft education environment according to UNESCO which includes aspect *awareness* , *knowledge* , *attitude* , *skills* , and *participation* . With Thus , the eco- pesantren curriculum No only functioning as guidelines learning , but also as system formation character ecologically sustainable in life students .

Obstacle in Implementation Eco- Islamic Boarding School Curriculum

Research result show that implementation eco- Islamic boarding school curriculum at Pondok Nurul Haramain NWDI Narmada Islamic Boarding School does not let go from various obstacles , especially those related to with aspect behavior santri . Based on results interview with administrator , found that Still there is students who do violation to rule cleanliness in a way repeatedly , although has given warnings and sanctions . Conditions This show that No all students own level awareness the same ecological , so that the internalization process values concern environment need time and continuous habituation . Violations that occur in a way repeating also indicates that strengthening behavior Not yet fully effective in form consistent habits throughout students .

Obstacle that is basically related with characteristics individual diverse students , both from aspect background back , level understanding , as well as readiness in accept values new . In perspective theory behaviorism proposed by BF Skinner, formation behavior requires a consistent and repeated reinforcement process . However , in in practice , although mechanism sanctions has applied , still there is students who have not show change behavior optimally . This is show that giving sanctions just Not yet enough , but need balanced with a more approach persuasive ,

[31] Sulistiani . Interview , Narmada West Lombok, May 2, 2026.

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such as coaching , role models , and improvement awareness internally .

In addition , the obstacles this is also related with the process of habituation that requires time relatively long time to form persistent behavior . A more eco - pesantren curriculum emphasizes practice and hidden *curriculum* demand existence consistency in implementation values environment throughout aspect life Islamic boarding school . Therefore that , when there is students who have not fully adapt with culture said , then will appear resistance in form violation repeated . Although Thus , efforts administrator in give warnings , sanctions , and coaching in a way continously show existence commitment in guard sustainability of the eco- pesantren program .

With Thus , the obstacles in implementation eco- pesantren curriculum more is internal in nature , especially in matter formation awareness and discipline santri . This obstacle become challenge at a time part from the educational process That itself , where the formation competence ecological No can achieved in a way instant , but rather through the process of habituation , strengthening and role modelling in a way sustainable .

CONCLUSION

Based on results research , can concluded that implementation eco- pesantren curriculum based *green education* at the Islamic boarding school Nurul Haramain NWDI Narmada Islamic Boarding School does not arranged in form formal written documents , but rather implemented in practice daily life students as curriculum actual and *hidden curriculum* . Curriculum This realized through habituation , role model , and involvement active students in various activity environment , so that in a way substantive has covers four component main curriculum according to Ralph Tyler's theory , namely purpose , content , experience learning and evaluation . Educational goals reflected in formation awareness and behavior care environment , content curriculum present in integration values environment in activity daily life , experience Study realized through practice direct (*experiential learning*), as well as evaluation done through system ongoing monitoring , sanctions and rewards .

Next , the eco- pesantren curriculum proven play a role effective in form competence ecological students which include aspect knowledge , attitudes , skills , and participation . Findings This in line with draft *green education* according to UNESCO which emphasizes development *awareness* , *knowledge* , *attitude* , *skills* , and *participation* in education environment . Competence ecological students develop through experience direct , habituation , and strengthening behavior in a way sustainable , so that No only nature cognitive , but also affective

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and psychomotor .

As for the obstacles faced in implementation internal in nature , especially related with Still existence part students who have not consistent in apply behavior care environment . This is show that the formation process competence ecological , as in UNESCO framework , requires time , habituation , and continuous reinforcement so that all aspect awareness and participation can formed optimally .

Implications

In a way theoretical , research This strengthen draft that curriculum No always must shaped formal documents , but can come true in practice daily life as effective *hidden* curriculum in form character participant educate . In addition , research this also strengthens relevance approach *green education* and learning based experience (*experiential learning*) in development competence ecological in a way holistically . In a practical , research This give implications that Islamic boarding school can develop curriculum based environment in a way contextual through habituation , role model , and participation active without must depends on the structure rigid formal curriculum .

Suggestions and Limitations

Study This own a number of limitations , including amount informant the interview is still ongoing limited so that Not yet fully represent all over perspective students and administrators Islamic boarding schools . In addition , the approach qualitative used Not yet capable measure in a way quantitative level competence ecological students in a way more structured and measurable . Based on limitations mentioned , it is recommended for researchers furthermore For use approach quantitative in order to measure level competence ecological students in a way more objective and systematic . For the parties Islamic boarding school , it is recommended For start documenting eco- pesantren curriculum in a way more systematic without remove character contextually , as well as improve coaching and strengthening strategies to increase awareness ecological students can more evenly .

More Furthermore , eco- pesantren practices are implemented at the Islamic Boarding School Nurul Haramain NWDI Narmada Islamic Boarding School can made into as a model that can replicated by Islamic boarding schools others , society , and government . The public can adopt various practices that have been applied , such as habituation guard cleanliness environment , management rubbish through controlled sorting and burning , as well as activity planting seeds

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For greening . Meanwhile that , for government , findings This can become references in designing based programs environment , such as management rubbish integrated , greening area , as well as empowerment public in guard sustainability environment . With Thus , the implementation of eco- pesantren No only impact on the environment education , but also has more contributions wide in support development sustainable environment in society .

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