



## DEVELOPMENT OF ENVIRONMENTALLY CONCERNED ISLAMIC RELIGIOUS EDUCATION AT SMPS GENERASI BANGSA MEDAN LABUHAN

Ahmad Maulana<sup>1</sup>, Ali Imran Sinaga<sup>2</sup>, Rusydi Ananda<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Sumatera Utara Medan, Indonesia

Email: [maulanamimin09@gmail.com](mailto:maulanamimin09@gmail.com)<sup>1</sup>, [aliimransinaga@uinsu.ac.id](mailto:aliimransinaga@uinsu.ac.id)<sup>2</sup>,  
[rusydiananda@uinsu.ac.id](mailto:rusydiananda@uinsu.ac.id)<sup>3</sup>

Corresponding Author: Ahmad Maulana  
DOI : <http://dx.doi.org/10.30829/tar.v31i2.4047>

### ARTICLE INFO

#### Article History

Received: Oct 20, 2024  
Revised: Nov 29, 2024  
Accepted: Dec 30, 2024

#### Keywords

Development of  
Environmentally,  
Islamic Religious,  
Education

### ABSTRACT

*The aim of this research is to analyze the development of Islamic Religious Education with an environmental perspective that is appropriate, practical and effective for use as teaching material. The research method used is development research with the 4-D (Define, Design, Develop dan Dessimination). The subjects in this research were class IX students at SMPS Generasi Bangsa Medan. Data collection instruments are observation, interviews, questionnaires, tests and documentation. The results of the research show: (1) the development of teaching materials is first carried out by performance analysis and needs analysis, then carrying out the design stage, (2) the feasibility of teaching materials is carried out by validation with an average score the overall percentage is 78.7%, valid category, (3) the practicality of the module obtained an overall average percentage score of 85.2%, very practical category, and (4) the effectiveness of teaching materials in improving student learning outcomes obtained a normalized gain score (N-Gain) 0.55, which is in the effective category.*

### Introduction

The environment is an important part of human life, of course it is a unity that needs to be protected and preserved because environmental damage can become a big problem for humans (Kutanegara et al., 2014). The potential for environmental damage must be avoided through human awareness. Many tragic events have occurred on this earth, especially in Indonesia. These disasters are not just random water falling from nowhere. Perhaps nature has grown weary of human behavior, which is becoming increasingly evil and cruel.

Humans are unaware that the duties of a caliph include managing and preserving nature. Therefore, as a preserver, nature will be free from damage except that caused by nature itself. The universe and all its contents were created by the right and will of Allah SWT and are

intended for humans to be grateful and study this universe to gain knowledge and piety towards the Almighty Creator (Hadi, 2022). Environmental issues, whether we like it or not, are our collective responsibility (Sobri, 2020).

Islamic Religious Education is a mandatory subject integrated with environmental education. This is because Islam is closely linked to the environment. Erwati Aziz, in her book *\*Efforts to Preserve the Environment Through Islamic Religious Education\**, states that Islamic religious education is the foundation for environmental protection, serving as a benchmark and spearhead in education. Islamic religious education plays a role in understanding the concept of environmental care. This statement suggests that education serves as a model for protecting and preserving the environment (Mujiyono, 2001).

Erwati Aziz further added that Islamic religious education receives insufficient attention. Islamic religious education is merely a doctrine of a teaching. This is due to the lack of implementation of Islamic values that are integrated with the environment. To foster and preserve the environment, an integrated curriculum between Environmental Education (PLH) and Islamic Religious Education (PAI) is needed. This is done to ensure a quality balance between Islamic values as guidelines for using the environment as a means of reflection for becoming a perfect human being.

Over time, several reforms and adjustments to national environmental education policies have influenced the implementation of the Adiwiyata program. The Adiwiyata program continues to be refined, and in 2019, it was officially updated to the Environmental Care and Culture Movement in Schools, hereinafter referred to as the PBLHS Movement. The PBLHS movement aims to encourage conscious, voluntary, networked and sustainable collective action by schools/madrasas in implementing environmentally friendly behavior (Rakhmawati et al., 2016).

## Research Method

This research method is a development research method. The development research model referred to is 4-D (Define, Design, Develop, and Dissemination). This development model consists of four stages of development (Winarni, 2018). The model validation analysis technique is an assessment of the feasibility of teaching materials by experts and educational practitioners by determining the average value of the total feasibility assessment aspects. The practicality analysis technique for teaching material design is seen from the consistency of the results of two measurements obtained from the results of expert and educational practitioner assessments. The analysis technique for the effectiveness of teaching material design is carried out by testing the normalized gain (N-Gain).

## Result

The results of the feasibility test by material experts and design experts on teaching materials for developing environmentally aware Islamic Religious Education can be seen in the following table:

Table 1. Recapitulation of Feasibility Test Results

No	Validator	Percentage (%)	Category
1	Subject Matter Expert	80,20 %	Valid
2	Design Expert	77, 10 %	Valid
	Average	78,70 %	Valid

Referring to Table 1 above, it can be seen that the overall average percentage score is 78.70% so that the results of the expert feasibility test on the product of teaching materials for

developing Islamic Religious Education with an environmental perspective are in the valid category.

The results of the practicality test from limited tests (small-scale trials) and field tests (large-scale trials) on the product of teaching materials for developing Islamic Religious Education with an environmental perspective can be seen in the following table:

**Table 2 Summary of Practicality Test Results**

No	Group	Percentage %	Category
1	Limited Test	82,4 %	Very Practical
2	Field Test	87,9 %	Very Practical
	Percentage Score	85,2 %	Very Practical

Based on Table 2 above, the overall average score is 85.2%, placing the practicality test results for the environmentally-aware Islamic Religious Education development materials in the very practical category.

The normalized gain (N-Gain) test yielded an N-Gain score of 0.55, categorizing them as effective. Therefore, it can be concluded that the environmentally-aware Islamic Religious Education development materials tested on ninth-grade students at the Generasi Bangsa Martubung Private Junior High School are effective in improving students' knowledge and learning outcomes.

## Discussion

Islam, as a perfect religion, naturally serves as a way of life. Islam has established rules as guidelines for human life, including environmental preservation. These rules are expected to enable humans to interact and be friendly with their environment. We must pay attention to the environment, starting with maintaining personal hygiene, a clean home, and a clean community, which is our collective responsibility (Safrihsyah & Fitriani, 2014).

The goal of environmental education is to provide opportunities for the community to acquire knowledge, skills, and attitudes that ultimately foster concern and commitment to protecting, improving, and utilizing the environment wisely, contributing to the creation of new environmentally friendly behavior patterns, developing environmental ethics, and improving the quality of life. (Cahyaningtyas et al., 2022)

The development of teaching materials for developing environmentally aware Islamic Religious Education for grade IX has been completed by researchers. The teaching materials for developing environmentally aware Islamic Religious Education as a learning tool in this research are used to present material from a teaching material so that students understand Islamic religious education in preserving the environment, through a more concrete and engaging presentation. These learning materials are designed to be as engaging as possible and structured with easy-to-understand discussions. The goal of developing environmentally-aware Islamic Religious Education is to produce varied and appropriate learning materials.

These environmentally-aware Islamic Religious Education materials provide a unique experience for students. Interviews with students revealed that the environmentally-aware Islamic Religious Education materials encompass cognitive, affective, and psychomotor aspects. This is reflected and implemented in students' self-actualization as users of the developed teaching materials, particularly in mastering the material and completing individual assignments, working in groups, and building communication skills during group assignments. These activities impact students personally, building independence and self-confidence in mastering the learning material.

Group discussion learning activities are important because group learning offers various advantages. Slavin (2005) explains that cooperative learning aims to create pro-academic norms among students, and these norms have a significant impact on student learning outcomes.

Through group learning, teachers can design learning activities for 4-5 students to discuss a topic and then present it. Through discussion activities and seeking relevant sources, the process involves direct, intense, and active individual and group involvement. Through this process, students are expected to develop learning independence, control their own learning pace, and take responsibility for the tasks they undertake.

The findings of this study support those of previous studies conducted by: (1) Azmi and Elfayetti (2017), (2) Masruri (2016), (3) Mukminin (2014), (4) Purnama and Salim (2015), and (5) Rokhmah (2019). The findings show that the use of teaching materials designed by teachers can improve students' learning outcomes.

### Conclusion

Based on the research results, it can be concluded that: (1) the development of teaching materials is first carried out with performance analysis and needs analysis, then carrying out the design stage. The resulting product as a learning media is used to facilitate students in learning, (2) the feasibility of teaching materials obtained an average overall percentage score of 78.7%, with a valid category, (3) the practicality of this teaching material obtained an average overall percentage score of 85.2%, a very practical category, and (4) the effectiveness of teaching materials obtained an N-Gain score of 0.55, an effective category.

### Reference

- Azmi, F., & Elfayetti, E. (2017). Analisis Sikap Peduli Lingkungan Siswa Melalui Program Adiwiyata Di SMA Negeri 1 Medan. *Jurnal: Geografi*, 9(2), 125–132.
- Cahyaningtyas, T. I., Kusumawati, N., & Laksana, I. M. S. D. (2022). *Pendidikan Lingkungan Hidup*. Yogyakarta: Media Grafika.
- Hadi, N. F. (2022). Pola Pikir Dan Karakteristik Pendidikan Agama Islam Di Sekolah. *Jurnal: Maktabah Borneo*, 1(1), 15–30.
- Masruri, U. N. (2016). Pelestarian Lingkungan dalam Perspektif Sunnah. *Jurnal: At-Taqaddum*, 6 (2), 411–428.
- Mujiyono, A. (2001). *Agama Ramah lingkungan: perspektif al-Quran* (Vol. 6). Paramadina.
- Mukminin, A. (2014). Strategi pembentukan karakter peduli lingkungan di sekolah adiwiyata mandiri. *Ta'dib: Jurnal Pendidikan Islam*, 19(02), 227–252.
- Kutanegara, P. M., Pitoyo, A. J., Kiswanto, E., & Nugroho, Y. P. (2014). *Membangun masyarakat Indonesia peduli lingkungan*. Gadjah Mada University Press.
- Purnama, S., & Salim, I. (2015). Penerapan Pendidikan Karakter Peduli Lingkungan melalui kegiatan OSIS di SMA Negeri 9 Pontianak. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 4(1).
- Rakhmawati, D., Prasetyo, A. P. B., & Ngabekti, S. (2016). Peran program Adiwiyata dalam pengembangan karakter peduli lingkungan siswa: Studi Kasus di SMK Negeri 2 Semarang. *Unnes Science Education Journal*, 5(1).
- Rokhmah, U. N. (2019). Pelaksanaan Program Adiwiyata Sebagai Upaya Pembentukan Karakter Peduli Lingkungan Siswa Di Madrasah Ibtidaiyah. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 13(1), 67–88.
- Safrihsyah, S., & Fitriani, F. (2014). Agama dan Kesadaran Menjaga Lingkungan Hidup. *Substantia: Jurnal Ilmu-Ilmu Ushuluddin*, 16(1), 61–78.
- Slavin, Robert E. (2005). *Cooperative Learning, Theory, Research and Practice*, New Jersey: Prentice Hall.

Sobri, M. (2020). *Studi Komperatif Pelestarian Lingkungan Hidup Berdasarkan Hukum Islam dan Hukum Positif*. UIN Raden Intan Lampung.