



Curriculum Management In The Formation Of Student Eco-Student Character In Jarinabi Islamic Junior High School

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Abstrak

Pembentukan karakter peduli lingkungan pada siswa menjadi salah satu tantangan dalam dunia pendidikan, khususnya dalam pengelolaan kurikulum yang belum sepenuhnya mengintegrasikan nilai-nilai lingkungan secara sistematis. Oleh karena itu, konsep ekopesantren menjadi salah satu pendekatan yang dapat diterapkan dalam manajemen kurikulum untuk menanamkan kesadaran ekologis kepada siswa. Penelitian ini bertujuan untuk menganalisis manajemen kurikulum dalam pembentukan karakter ekopesantren siswa di Sekolah Menengah Pertama Islam Jarinabi. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara, observasi, dan dokumentasi, sedangkan analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa manajemen kurikulum dalam pembentukan karakter ekopesantren dilaksanakan melalui tahap perencanaan, pelaksanaan, dan evaluasi kurikulum yang terintegrasi dengan kegiatan pembelajaran serta program lingkungan sekolah. Implementasi kurikulum tersebut memberikan dampak positif terhadap pembentukan karakter siswa, khususnya dalam menumbuhkan sikap peduli lingkungan, tanggung jawab, dan kedisiplinan. Implikasi penelitian ini menunjukkan bahwa pengelolaan kurikulum berbasis ekopesantren dapat menjadi strategi efektif dalam mendukung pembentukan karakter siswa yang berwawasan lingkungan.

Kata kunci: Manajemen Kurikulum, Ekopesantren, Karakter Siswa

Abstract

The formation of environmental care character in students is one of the challenges in the world of education, especially in the management of a curriculum that has not fully integrated environmental values systematically. Therefore, the concept of eco-restraint is one of the approaches that can be applied in curriculum management to instill ecological awareness in students. This study aims to analyze curriculum management in the formation of student eco-student character at Jarinabi Islamic Junior High School. This study uses a qualitative approach with a descriptive method. Data collection techniques are carried out through interviews, observations, and documentation, while data analysis is carried out through data reduction, data presentation, and conclusion drawn. The results of the study show that curriculum management in the formation of eco-student character is carried out through the planning, implementation, and evaluation stages of curriculum that are integrated with learning activities and school environmental programs. The implementation of the curriculum has a positive impact on the formation of students' character, especially in fostering an attitude of environmental care, responsibility, and discipline. The implications of this study show that the management of an eco-learning-based curriculum can be an effective strategy in supporting the formation of environmentally conscious students' character.

Keywords: *Curriculum Management, Eco-Learning, Student Character.*

Introduction

Education in the modern era can no longer be separated from various environmental problems that are increasingly complex.(Prasrihamni et al., 2022) In Indonesia, efforts to instill ecological awareness have begun to be directed from primary to secondary education through the integration of environmental values in the formal curriculum. In the context of Islamic schools, the concept of pesantren that emphasizes character development, religious values, and togetherness provides a unique opportunity to develop the character of ecopesantren, namely a religious attitude accompanied by concern for the environment and social responsibility for nature conservation. However, the formation of the character of the eco-resantren does not occur automatically.(Mu'minah, 2016) A number of previous studies have highlighted the integration of environmental education through learning activities, school programs, and school culture that supports environmentally friendly behaviors.(Supian et al., 2023)

Although they make an important contribution to the development of students' ecological awareness, these studies generally do not specifically place curriculum management as a strategic framework in the formation of eco-economic character. In other words, aspects of curriculum planning, learning implementation, monitoring, and evaluation that systematically link core competencies with ecological values have not been comprehensively studied.(Hidayah, 2024) The absence of a structured managerial framework has the potential to make environmental education only a complementary material in learning, so that ecological character values develop partially and are less integrated. Therefore, this study

focuses on how curriculum management can function as a strategic instrument in shaping the character of student eco-learning at Jarinabi Islamic Junior High School, East Tanjung Jabung Regency, which is located in a coastal area with high ecological potential but at the same time vulnerable to environmental degradation.(Faridah et al., 2020)

Based on the various problems and phenomena that have been described previously, this research is very important to be carried out as a form of academic contribution in developing an Islamic education system that is not only oriented to the intellectual aspect, but also to the formation of the character of students who have ecological awareness and social responsibility towards the environment. This study aims to: (1) identify elements of curriculum management related to the formation of ecobesantren character; (2) analyze the curriculum practices that are currently applied at Jarinabi Islamic Junior High School; and (3) formulate curricular policy recommendations to strengthen the integration of ecological values in the formation of students' character. The three objectives are designed to provide a comprehensive understanding of how the curriculum can be managed effectively so that it can be the main instrument in shaping a school culture that cares about the environment and is based on Islamic values.

In the context of modern education, the curriculum is no longer understood simply as a set of subjects that must be delivered to students, but as a system that regulates the entire educational process, starting from planning, organizing, implementing, to evaluating learning.(Bisri, 2019) Therefore, proper curriculum management has a great influence on the

direction of character formation of students. When the curriculum is designed to incorporate ecological values and environmental education in an integrated manner, students will gain a learning experience that not only emphasizes the mastery of science and technology, but also on the formation of moral, spiritual, and social awareness of the importance of preserving nature. This is increasingly relevant amid increasing environmental problems such as pollution, forest destruction, waste crisis, climate change, and declining awareness of the younger generation on the importance of maintaining ecosystem balance. (Mustaghfiroh, 2020) Through this study, it is hoped that a real picture can be found about the implementation of eco-learning-based curriculum management at Jarinabi Islamic Junior High School, both in the aspects of program planning, integrating environmental values into subjects, school culture habituation, and extracurricular activities that support the formation of students' character.

This research is also expected to be able to reveal various supporting and inhibiting factors in the implementation of an ecology-based curriculum, so that the results can be used as evaluation and development material for other Islamic educational institutions. Thus, this research not only functions as a theoretical study, but also has practical value that can be applied directly in the management of education in schools. Furthermore, the formation of eco-student character through curriculum management is a strategic step in instilling environmental concern values that are in line with Islamic teachings. In Islam, humans are seen as caliphs on earth who have the responsibility to protect, care for, and utilize nature wisely. Therefore, Islamic education should not only

focus on the formation of intellectual and spiritual intelligence, but must also be able to foster ecological awareness as part of the implementation of religious values in daily life. Students need to be guided to understand that maintaining cleanliness, saving natural resources, caring for plants, reducing waste, and creating a healthy environment are part of the practice of religious teachings and a form of moral responsibility towards the creation of Allah SWT.

This research is also expected to make a theoretical contribution to the development of curriculum management studies, especially related to environment-based character education from the perspective of Islamic education. So far, studies on curriculum management have been more focused on improving academic quality and learning outcomes, while the formation of ecological character is still relatively limited. Therefore, this research seeks to present a new perspective that curriculum management can be used as a strategic means in building a school culture that is environmentally friendly and oriented towards the sustainability of life. (Atoillah & Ferianto, 2023) The results of this research are expected to be able to enrich the scientific treasures of Islamic education, especially in the development of the concept of eco-education as an integrative educational model between religious values and ecological concerns. (Judrah et al., 2024)

In addition to making theoretical contributions, this research is also expected to provide practical benefits for various parties, especially school principals, teachers, managers of educational institutions, and policy makers in the field of education. For school principals, the results of this research can be considered in formulating school policies that support the

strengthening of a culture of environmental care. For teachers, this research can be a reference in designing learning that integrates ecological values into teaching and learning activities. Meanwhile, for policy makers, this research is expected to be able to provide recommendations in the development of education policies that are more responsive to environmental issues and strengthening character education. With the synergy between curriculum, school culture, and education policy, the process of forming a generation that is religious, characterful, and cares about the environment will be easier to realize.

In the end, this research is expected to be one of the concrete steps in supporting the creation of an Islamic education system that is more relevant to the challenges of the times. Education is not enough to produce academically intelligent students, but it must also be able to form human beings who have social sensitivity, moral responsibility, and concern for environmental sustainability. Through the management of a targeted curriculum based on eco-economic values, it is hoped that a generation will be born that not only excels in mastering science and technology, but also has good morals, high ecological awareness, and a commitment to maintaining natural sustainability for a better life in the future.

Research Methods

Research on Curriculum Management in the Formation of Student Eco-Student Character at Jarinabi Islamic Junior High School uses a qualitative approach with a descriptive research type. The qualitative approach was chosen because this study aims to understand in depth the curriculum management process in the formation of students' eco-learning character through various educational activities, school culture, and the implementation of ecological

values applied in the school environment. (Latifah, 2023) Descriptive research is used to describe systematically, factually, and accurately the phenomena that occur in the field, especially related to the planning, implementation, and evaluation of curriculum management in shaping the character of students who care about the environment and are based on Islamic values. (Munir et al., 2023)

The research location was carried out at Jarinabi Islamic Junior High School which was chosen as the research site because the school has an educational program based on religious values and environmental concern that is integrated into learning activities and school culture. The presence of researchers in the field is carried out directly to obtain objective and in-depth data on the implementation of eco-learning-based curriculum management. In this study, the researcher plays the role of the main instrument in charge of collecting, processing, analyzing, and interpreting data according to the focus of the research. The data sources in this study consist of primary data and secondary data. Primary data was obtained directly through interviews with school principals, vice principals for curriculum, teachers, environmental activity coaches, and students at Jarinabi Islamic Junior High School. Informants were selected using the purposive sampling technique, which is the selection of informants based on certain considerations who are considered to understand and be directly involved in the implementation of eco-learning-based curriculum management. (Widiatmika, 2015)

Meanwhile, secondary data was obtained from school documents such as curriculum, school activity programs, school vision and mission, habituation activity schedules, archives of environmental

activities, and various other supporting documents relevant to the research. Data collection techniques are carried out through observation, interviews, and documentation. Observations were carried out to directly observe various school activities related to the implementation of the curriculum and the formation of eco-restraint character, such as habituation activities to maintain cleanliness, school greening, waste management, religious activities, and environmental discipline culture. Interviews were conducted in depth with informants to obtain information about the process of planning, implementing, and evaluating the curriculum in shaping the character of students who care about the environment. The documentation is used to complete the research data through the collection of various written documents, photos of activities, curriculum structure, and school administrative data that supports the research. (Holifurrahman, 2020)

The data analysis technique in this study uses the Miles and Huberman interactive analysis model which includes three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting, focusing, and simplifying data obtained from the field to fit the research focus. Furthermore, the data is presented in the form of a narrative description so that it makes it easier for researchers to understand the relationship between data and draw meaning from the research results. The last stage is the continuous drawing of conclusions and data verification during the research process so that valid and accountable research results are obtained.

Results and Discussion

A. Ecopasantren Curriculum Planning in Student Character Formation

Eco-student curriculum planning in the formation of students' character is a process of preparing educational programs that are systematically designed to integrate Islamic values with concern for the environment. In the context of Islamic education, the curriculum not only functions as a guideline for academic learning, but also as a means of forming students' personalities so that they have moral character, social awareness, and ecological responsibility. Therefore, eco-education curriculum planning is a strategic step in creating an education system that is able to balance the intellectual, spiritual, emotional, and ecological intelligence of students. Through good planning, schools can build an educational culture that not only emphasizes mastery of science and technology, but also on the habit of clean living, discipline, saving resources, and love of the environment as part of the implementation of Islamic teachings. Eco-school curriculum planning begins with the determination of the vision, mission, and educational goals that are oriented towards the formation of environmental care character. (Suryanto, 2019)

The vision of eco-schools based on eco-learning usually emphasizes the creation of students who are religious, accomplished, and have ecological awareness in daily life. From this vision, the mission and goals of education that are more operational are formulated, such as getting used to clean and healthy living behaviors, increasing concern for environmental conservation, instilling a responsible attitude in maintaining school cleanliness, and building a culture of energy saving and waste management. With a clear goal, all school programs can be directed to support the formation of students' character as a whole and continuously. In the planning

process, the eco-school curriculum not only focuses on learning materials in the classroom, but also integrates environmental values into all school activities. Teachers and school managers design various learning programs that connect subject matter with environmental issues, such as the importance of maintaining cleanliness, nature conservation, waste management, greening, and the wise use of natural resources. The integration can be carried out through the subjects of Islamic Religious Education, Science, Social Studies, Bahasa Indonesia, as well as environment-based project activities. (Anjani & Mangunjaya, 2024)

Thus, students not only gain theoretical knowledge about the environment, but also understand the moral and spiritual values contained in efforts to preserve nature. In addition to integration in formal learning, eco-school curriculum planning is also realized through various habituation and school culture programs. The school designs routine activities such as community service, cleanliness pickets, tree planting, waste bank management, water and electricity saving programs, and movements to maintain the cleanliness of the school environment. These programs are designed as a medium for character formation so that students are accustomed to living disciplined, responsible, cooperative, and caring for the surrounding environment. From the perspective of character education, habituation that is carried out continuously will form positive attitudes and behaviors that are embedded in students so that they become part of their personality. (Mulianti, 2021)

Eco-school curriculum planning also requires the involvement of all school residents, ranging from principals, teachers, education staff, students, to parents. School principals have an important role as policy

directors and decision-makers in the development of environment-based curriculum. Teachers are tasked with designing creative and contextual learning strategies so that ecological values can be understood and applied by students. Meanwhile, students are actively involved in various environmental activities so that they have hands-on experience in protecting and caring for nature. Parental support is also an important factor because character formation does not only take place at school, but also needs to be strengthened through habituation in the family environment.

B. Implementation of the Ecopesantren Curriculum in the Learning Process

The implementation of the eco-esantren curriculum at Jarinabi Islamic Junior High School is carried out through various learning activities both in the classroom and outside the classroom. Based on the results of observations, teachers apply a learning approach that integrates environmental materials with direct practice in students' daily lives. The implementation of the curriculum can be seen in learning activities that actively involve students in maintaining the cleanliness of the school environment, planting plants, and managing waste. In addition, extracurricular activities are also used as a means to strengthen the formation of students' ecological character. Through these activities, students not only gain knowledge about the environment, but also learn to apply the values of responsibility and concern for nature. (Rahmadiani & Mangunjaya, 2024)

According to Hamalik (2013), curriculum implementation is the process of implementing learning plans in teaching and learning activities that involve interaction between teachers, students, and the learning environment. Effective curriculum implementation must be able to create a

meaningful learning experience for students so that the values taught can be internalized optimally. In the context of character education, the learning process must provide opportunities for students to experience firsthand the values taught. Lickona (2012) explained that character education is not only carried out through theoretical value teaching, but also through practice and habituation in daily life. The results of this study are in line with the findings of Rahmawati (2021) who stated that practice-based environmental education is able to increase students' awareness and responsibility for the environment. Therefore, the implementation of the eco-scholarship curriculum at Jarinabi Islamic Junior High School can be said to have been effective in instilling the character of caring for the environment in students. (Burhanudin & Kamalia, 2020)

C. Evaluation of the Ecopesantren Curriculum in Student Character Formation

Curriculum evaluation is an important part of curriculum management to find out the extent to which educational goals have been achieved. Based on the results of the research, the evaluation of the eco-school curriculum at Jarinabi Islamic Junior High School is carried out periodically by the school through various assessment methods. The evaluation was carried out by observing student behavior in maintaining environmental cleanliness, student involvement in environmental activities, and the results of environment-based learning projects. In addition, the school also conducts an evaluation through a coordination meeting between the principal and teachers to discuss the progress of the implementation of the ecopesantren program. According to Tyler, curriculum evaluation aims to find out the

level of achievement of pre-planned educational goals. Evaluation not only focuses on academic learning outcomes, but also includes changes in students' attitudes and behaviors.

Sudjana also explained that educational evaluation must include three main aspects, namely cognitive, affective, and psychomotor. In the context of character education, affective and psychomotor aspects are important indicators in assessing the success of student character formation. Research conducted by Arifin (2020) shows that the evaluation of environmental education programs carried out in a sustainable manner can increase the effectiveness of curriculum implementation and strengthen students' environmental care character. This shows that the evaluation carried out at Jarinabi Islamic Junior High School has an important role in ensuring the sustainability of the ecopesantren program.

D. Eco-Student Curriculum Management on Student Character Formation

The management of the eco-school curriculum implemented at Jarinabi Islamic Junior High School has a positive impact on the formation of students' character. The results of the study show that students have a high level of awareness in maintaining the cleanliness of the school environment and are active in various environmental activities. Changes in student behavior can be seen from the habit of maintaining classroom cleanliness, throwing garbage in its place, and participating in school greening activities. In addition, students also show an attitude of responsibility and cooperation in carrying out activities related to environmental conservation. Tilaar explained that character education is a process that aims to form moral values and

positive attitudes through continuous learning experiences. In the context of environmental education, character formation is carried out through habituation and real practice in daily life.(Maghfiroh, 2018)

The concept of eco-literacy also emphasizes the importance of education that is able to build ecological awareness and harmonious relationships between humans and the environment. Thus, environmental education not only functions as a means of knowledge transfer, but also as a process of forming students' character. Fauzi's research (2022) shows that schools that implement environmental education in an integrated manner are able to improve the character of caring for the environment and create an environmentally friendly school culture. The results of this study strengthen the finding that eco-economic curriculum management at Jarinabi Islamic Junior High School plays an important role in shaping the character of students who have ecological awareness and responsibility for the environment.(Rahmadiani & Mangunjaya, 2024)

Based on the results of research conducted at Jarinabi Islamic Junior High School, several findings related to curriculum management in the formation of students' eco-student character were obtained. The findings of this research include curriculum planning, curriculum implementation, and curriculum evaluation related to environmental education programs in schools. First, on the Curriculum Planning, the school has integrated the concept of eco-restraint in the learning curriculum through various environment-based education programs. The planning was carried out through a coordination meeting between the principal, teachers, and the school environment program manager. The

integration of environmental values is not only included in certain subjects, but also in extracurricular activities and student habituation activities at school. Second, on the Curriculum Implementation, The Ecopesantren program is carried out through learning activities that integrate theory and practice. Teachers not only deliver material about the environment theoretically, but also invite students to be directly involved in activities related to environmental conservation.(Prenduan & Madura, 2025)

Some of the activities carried out include school greening programs, waste management, community service activities, and the use of waste into goods that have use value. Third, on the Curriculum Evaluation, the school conducts periodic evaluations of the implementation of the ecopesantren program. Evaluation is carried out through observation of student behavior in maintaining the cleanliness of the school environment, student involvement in environmental activities, and the results of project activities related to environmental management. In addition, evaluations are also carried out through teacher meetings to assess the success of the program and identify obstacles faced in its implementation. Based on the results of the research, the eco-esantren curriculum planning at Jarinabi Islamic Junior High School is carried out through a systematic process by integrating environmental concern values into the school curriculum.(Taufik et al., 2025)

The planning involves school principals, teachers, and environmental program managers in developing learning programs based on environmental education. This integration is manifested in the form of the preparation of learning programs, extracurricular activities, and habituation activities that support the formation of

environmental care characters in students. The findings of the study show that schools design learning activities that focus not only on the cognitive aspect, but also on the development of students' attitudes and behaviors towards the environment. This is reflected in the existence of school greening programs, waste management, and environmental cleanliness activities that are integrated with the learning process. The programs are designed as part of a character education strategy that emphasizes the importance of students' responsibility to the environment.

Components	Implementation at Jarinabi Junior High School	Conformity with the Character of Ekopesantren
Planning	Preparation of thematic lesson plan "Environment in the Coast" in science and social studies.	Connecting academic materials with local issues, fostering ecological awareness.
Organizing	The formation of the "Ekosmart" working group involving teachers, students, and community leaders.	Strengthening the value of togetherness and socioecological responsibility.
Implementation	ProjectBased Learning Method; Example of a project: Organic composting from school waste.	Develop pro-environmental actions-and practical skills.

Components	Implementation at Jarinabi Junior High School	Conformity with the Character of Ekopesantren
Monitoring & Evaluation	A portfolio assessment that includes students' personal reflections on behavior change.	Assess the internalization of character values holistically.

The results of the interviews indicate that the leadership of the principal plays an important role in directing the curricular agenda towards eco-resantren. However, some teachers reported limited resources (laboratory equipment, literature) that hindered the optimal implementation of environmental projects. From the perspective of curriculum management, planning is the initial stage that determines the success of curriculum implementation. Mulyasa stated that curriculum planning is a process of determining learning objectives, materials, strategies, and evaluations that are systematically prepared to achieve educational goals.(Uliatunida, 2020) Therefore, good curriculum planning must be able to adapt the needs of students to the context of the educational environment. The concept of eco-restraint itself emphasizes the integration of Islamic values with ecological awareness in daily life. Keraf explained that environmental education aims to build human moral awareness of the importance of maintaining the balance of nature. In the context of Islamic education, these values are in line with Islamic teachings that place humans as caliphs on earth who have the responsibility to preserve the environment.(Huda, 2017)

Previous research has also shown that the integration of environmental education in school curricula is able to increase students' ecological awareness. Sulaiman found that environmental-based education programs can increase environmental care attitudes and form environmentally friendly behavior in students. Thus, the planning of the eco-learning-based school curriculum at Jarinabi Islamic Junior High School is a strategic step in building the character of students who care about the environment. The results of the study also show that the implementation of eco-learning-based curriculum management has a positive impact on the formation of students' character, especially in fostering an attitude of environmental care, responsibility, and discipline in maintaining the cleanliness of the school environment.

Conclusion

Based on the results of the research and discussions that have been carried out, it can be concluded that curriculum management in the formation of student eco-student character at Jarinabi Islamic Junior High School has been carried out through three main stages, namely curriculum planning, implementation, and evaluation. In the planning stage, the school integrates the values of concern for the environment in the learning curriculum and extracurricular activities. At the implementation stage, the eco-student curriculum is implemented through learning activities that actively involve students in various environmental conservation activities. Meanwhile, at the evaluation stage, the school assesses the process and results of the implementation of the eco-student program to find out the level of success in shaping the character of students. The implementation of eco-learning-based curriculum management has been proven to be able to make a positive contribution in shaping the character of

students who care about the environment, are responsible, and have high ecological awareness. Therefore, the implementation of an eco-learning-based curriculum can be one of the effective strategies in developing character education in the school environment.

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