

ABSTRACT

Sri Karmila (NIM. 1502521529); Ecoreligius and Ecopedagogy Values in the Internalization of Islamic Education at Adiwiyata School (Multicasus Study at SMPN 1 HST and MTsN 3 HST) under the guidance of I: Prof. Dr. H. Syaifuddin Sabda, M.ag and II: Dr. Wahyudin, M. Si, at the Postgraduate Program at UIN Antasari Banjarmasin, 2020.

Allah SWT., Created the universe is for humans, to be used, managed, preserved and maintained. Unfortunately, humans in utilizing and managing this nature often do their own thing towards nature. By way of wrong management and disregarding the moral messages of Allah SWT., Humans often behave inhumanely towards nature. Therefore concern for the environment or nature is very important. Researchers conducted research on religious and educational values in living Islamic education at Adiwiyata schools for students as an effort to protect and preserve the environment, as well as being one way to overcome the existing environmental damage problem.

This research is a field research using descriptive qualitative methods, namely describing and analyzing data from the phenomena that occur in the field in accordance with the problems discussed which are collected by data collection methods and followed by data analysis to draw a conclusion.

Findings. 1. Ecoreligius: a) in the two schools both use the value of savings, the value of cleanliness and the value of maintenance. b) Students are able to understand and apply the value of savings, the value of cleanliness and the value of maintenance in living Islamic education. 2. Ecopedagogy: a) In both schools, the values of love for cleanliness, love for health and love for beauty are shared. b) students already understand and apply the love of cleanliness, love of health and love of beauty. 3. Internalization of Islamic education about ecoreligious values and ecopedagogy: a) The approach and methods of internalizing Islamic education used at SMPN 1 HST and MTsN 3 HST are exemplary approaches and methods, habituation and advice. b) The learning materials for ecoreligious and ecopedagogy values in Islamic education are taught at SMPN 1 HST and at MTsN 3 HST trying to be related to the environment. c) The learning models of ecoreligious values and ecopedagogy in Islamic education used at SMPN 1 HST and MTsN 3 HST both use inquiry, contextual, and expository learning models. d) Integration of the internalization of Islamic education on ecoreligious values and ecopedagogy with other curriculum materials has been created at SMPN 1 HST and at MTsN 3 HST.

Keywords: Ecoreligius, Ecopedagogy, Internalization of Islamic Education, Adiwiyata School.