



The Integration of Eco-Sufism in Islamic Education at the Elementary Level

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Article Information	ABSTRACT
Received: April 2025	<p>Background: This study explores the integration of eco-Sufism into Islamic education at the elementary level as a strategic response to contemporary environmental crises and moral decline. Eco-Sufism, which blends spiritual values rooted in Sufism with ecological consciousness, offers a holistic framework to enhance Islamic education by fostering character development and environmental responsibility. This research aims to analyze how Sufi values—categorized into ethical, practical, and philosophical dimensions can be effectively incorporated into elementary-level Islamic education to shape students who are spiritually grounded and ecologically aware. This study employs a descriptive qualitative approach using thematic analysis, supported by library research. Literature on Islamic education, eco-Sufism, and relevant Qur'anic concepts such as <i>ulul albab</i> was reviewed and interpreted to develop an integrative educational model. The results indicate that Sufi-based education significantly contributes to students' moral and spiritual growth while promoting sustainable environmental behavior. Values such as <i>zuhud</i> (asceticism), <i>tawakkul</i> (trust in God), and <i>muhasabah</i> (self-reflection) are shown to enhance students' ecological sensitivity and encourage practices aligned with environmental stewardship. Furthermore, eco-pesantren practices, curriculum reforms, and Sufi-inspired pedagogical approaches support a paradigm shift toward integrative, value-based education. However, the study also identifies limitations in previous research, particularly the lack of empirical frameworks to assess the practical implementation of eco-Sufism in schools. This study proposes a contextually relevant model that combines Islamic identity reinforcement with environmental education, aiming to produce an intellectually capable, spiritually mature, and ecologically responsible generation.</p>
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INTRODUCTION

The phenomenon of integrating eco-Sufism into Islamic education at the elementary level represents a contemporary innovation that combines the values of Sufism with ecological awareness, as a response to global issues such as environmental degradation and a deepening crisis of spirituality. This phenomenon reveals an urgent need to incorporate holistic dimensions into Islamic education at the elementary level. The rapid development of environmental issues amid the tides of modernization signals the necessity of reforming educational paradigms focusing on academic aspects and emphasizing deep spiritual and ethical values (Maghfiroh & Akhyak, 2024). By integrating Sufi principles that emphasize contemplation, simplicity, and the interconnectedness between humans and nature, Islamic education at the elementary level is expected to produce an intellectually capable, environmentally conscious, and morally responsible generation.

Sufism, in the context of education, plays a vital role in shaping the character and morals of students. Sufism education aims to

instill spiritual values that can strengthen faith and good character in future generations (Fahrudin et al., 2024; Narulita et al., 2021). Through the teachings of Sufism, students are taught to purify the soul and develop deep moral (*akhlaq*) values, which form the foundation for achieving higher educational goals, such as emotional and spiritual intelligence (Narulita et al., 2021).

One study shows that Sufism education in Islamic education at the elementary level institutions, such as pesantren, can significantly improve noble character (Fahrudin et al., 2024; Kadi & Khoiriyah, 2022). This reflects the importance of integrating Sufi principles into Islamic education at the elementary level, which aims not only to teach knowledge but also to nurture spiritual character (Suriadi, 2019). The goal of Sufism education is concretely outlined in a curriculum that prioritizes spiritual interaction with sacred texts, social interaction, and the harmonious development of moral values in daily life (Fahrudin et al., 2024; Kadi & Khoiriyah, 2022).

Moreover, Sufism also plays a role in building a perspective of moderation among the younger generation, where values of tolerance, anti-violence, and commitment to local culture are taught (Mustofa & Hakim, 2024). Research has also found that the influence of Sufism in religious education can help students develop a wise and tolerant attitude towards differences and strengthen social bonds in multicultural societies like Indonesia (Maryam, 2022). Therefore, the ultimate goal of Sufism education is to create individuals who are not only academically intelligent but also rich in moral and spiritual values (Sya'bani, 2023).

Furthermore, the integration of Sufism in education encourages students to delve deeper into the spiritual aspects needed to face the challenges of the modern world (Adnan & Ramli, 2024). In this digital age, Sufism education faces its challenges, making it essential to teach Sufi values relevant to technological developments and morality in society (Adnan & Ramli, 2024). Thus, Sufism education serves as a means to shape a generation that is not only highly knowledgeable but also possesses strong moral awareness and responsibility (Narulita et al., 2021; Suriadi, 2019).

The issue of integrating eco-Sufism into Islamic education at the elementary level holds significant relevance in both the academic and practical realms of educational discourse. Academically, this issue opens up interdisciplinary research opportunities by merging the spiritual values of Sufism with ecological concerns—two pressing contemporary challenges—thus contributing to the development of more holistic and contextually relevant curricula and teaching methodologies (Olfah, 2024). Practically, implementing this approach is expected to meet society's need for an educational system that emphasizes cognitive development and nurtures attitudes and moral values based on the harmony between humanity and nature (Adam Ilhami, 2023). The concept of eco-Sufism not only grounds Islamic values in real-world contexts but also invites educators and learners to develop a deep and reflective relationship with the environment, creating harmony between spiritual development and environmental preservation.

The scope of this study is focused on efforts to integrate Sufi values—including ethical (akhlaki), practical (amali), and philosophical (falsafi) aspects—into both formal and non-formal Islamic education at the elementary level curricula. The analysis is also limited to the implementation and impact of the eco-Sufism approach in educational institutions such as pesantren and madrasahs, with careful consideration of local social and cultural contexts. This discussion explores how Sufi values can be designed to support an education system that reinforces Islamic identity and enhances students' ecological awareness, in line with the broader goal of addressing global challenges in the modern era (Maghfiroh & Akhyak, 2024). Thus, this study aims to formulate an educational model that is innovative, integrative, and applicable in the development of

environmentally conscious Islamic education at the elementary level.

The integration of eco-Sufism into Islamic education at the elementary level represents a strategic effort to harmonize the spiritual values of Sufism with the principles of environmental sustainability amidst the evolving dynamics of contemporary education. Historically, the application of Sufi values in Islamic education at the elementary level has been centered on character development, the enhancement of mental well-being, and the deepening of spiritual awareness. The study by (Abitolkha & Mas'ud, 2021) emphasizes that Sufi values play a central role in shaping students' attitudes, behaviors, and character through the Islamic Religious Education curriculum. (Dwi Putra Purnama Maulana & Dwi Noviani, 2023) Highlight that a Sufi approach to education can deepen spiritual understanding through practices such as tazkiyat al-nafs (self-purification), muhasabah (self-reflection), and tawakkul (trust in God). This trend reflects Islamic education at the elementary level's commitment to integrating inner dimensions to produce intellectually capable individuals and morally and spiritually mature individuals.

The second emerging trend is the integration of ecological aspects into Sufi values, commonly known as eco-Sufism. In this context, Sufism focuses on internal spiritual development and environmental stewardship as a manifestation of the sacredness and harmony of God's creation. (Fikri et al., 2024) reveals that the eco-Sufism movement promotes principles of simplicity, wisdom, and harmony with nature as integral elements of pesantren-based education, thus creating synergy between religious learning and environmental conservation. Therefore, eco-Sufism integration is expected to foster ecological awareness from an early age, aligning with global efforts toward sustainability.

The third noticeable trend is the adaptation of Sufi educational paradigms to meet the demands of modernity, particularly in facing the challenges of the Society 5.0 era. (Ahmad Izzuddin Hotami & Abu Bakar, 2025) presents the concept of neo-Sufism, which adapts traditional Sufi teachings to the context of modern pesantren-based education (Salaf-Modern model) as a response to global challenges and technological advancements. (Fuady, 2022) also highlights the urgency of integrating Sufi values into Islamic education at the elementary level to produce a generation capable of adapting holistically to digital phenomena and social transformation. This approach provides a strong spiritual foundation and accommodates the need for critical thinking, tolerance, and social responsibility in today's complex information era.

Nevertheless, previous studies have shown several limitations that require further attention. Many of these works tend to emphasize spiritual and moral development without fully integrating the ecological aspect into the curriculum. Moreover, the practical implementation of eco-Sufism values still lacks a well-structured conceptual framework and methodology to bridge the gap between theory and practice.

Therefore, research on integrating eco-Sufism into Islamic education at the elementary level necessitates an innovative approach that incorporates traditional values and addresses the challenges of modernity in the context of environmental sustainability and technological literacy. Several prominent patterns have emerged in studies related to the integration of eco-Sufism in Islamic education at the elementary level. First, there is a growing trend of eco-pesantren practices that integrate Sufi values with environmental education by implementing conservation programs and green initiatives within pesantren.

These include waste management, tree planting, and promoting environmentally friendly lifestyles (Irawan, 2022a) (Maulida et al., 2024a). Second, research indicates that the Sufi approach theoretically holds great potential for fostering deep ethical and spiritual awareness in support of environmental preservation efforts. However, this integration often remains conceptual and lacks comprehensive empirical evaluation tools (Febriani et al., 2023a). Third, there is a tendency toward the development of holistic curricula that attempt to synergize social, cultural, and ecological dimensions with Sufi values. Nonetheless, challenges persist in socio-cultural aspects and policy support, making it difficult for such innovations to be widely adopted across various Islamic education at the elementary level; . Although the integration of Sufi values and ecological education shows promising potential in shaping character and environmental awareness, previous studies often fall short in measuring practical impacts and expanding frameworks that can address broader social, political, and institutional challenges (Febriani et al., 2023b).

METHOD

In this study, the method used is a descriptive approach with thematic analysis techniques, focusing on integrating eco-Sufism into Islamic education at the elementary level. The descriptive method is necessary to illustrate the existing phenomena related to the application of eco-Sufism in Islamic education at the elementary level, which can serve as a bridge between spiritual values and relevant educational practices in the modern era. This study will utilize a framework approach as outlined in the literature, including the implementation of Sufi values formed through the methods of baiat, khalwat, wasilah, and zuhud, which are categorized into ethical, practical, and philosophical dimensions in the context of education (Ilhami, 2023).

As an initial approach, this research will involve library research. This method is highly relevant for analyzing various literature related to integrating eco-Sufism values and Islamic education at the elementary level. In this context, the review must include literature on the concept of ulul albab in the Qur'an and compatible Islamic education at the elementary level, practices that support how humans think and act in a sustainable environment (Kamila & Wantini, 2023). Thus, this study aims to provide a holistic view of how eco-Sufism

integration can have implications for the learning processes advocated in Islam.

Thematic analysis will be used to sort, categorize, and interpret existing literature data, including applying Sufi values in educational contexts. Previous research shows that many Islamic values can be incorporated into the curriculum to support learning that is relevant to the challenges of the modern era (Raffin et al., 2024). In analyzing the findings, special attention will be given to elements of social justice, sustainability, and holism, which are the core of eco-Sufism. This will add a new dimension to how religious education can be synergized with ecological awareness to create an intellectually educated generation and ethically responsible for the environment.

Through a descriptive method and comprehensive analysis, this study is expected to generate results that can analyze existing phenomena and recommend strategic steps for implementing Islamic education at the elementary level that integrates eco-Sufism. Furthermore, the importance of an interdisciplinary approach in education is also emphasized, supporting the creation of dynamic and contextually relevant learning environments (Olfah, 2024).

RESULTS AND DISCUSSION

This study mainly focuses on how Sufi values can be designed to support education that strengthens Islamic identity and enhances ecological awareness among students. This analysis has produced several important findings, indicating that integrating Sufi values can significantly contribute to the educational process.

Sufism in Islamic education at the elementary level demonstrates that the Sufi approach plays an important role in the development of Islamic education at the elementary level and several dimensions of character values that can help create an inclusive and harmonious society. Through the teaching of Sufism, education is related to cognitive knowledge and the formation of students' moral character, which is believed to support peace in society. According to Gani, the Sufi approach in Islamic education at the elementary level aims to spread love and peace while reducing conflict (Gani, 2018). This aligns with the findings of Karimullah, who highlights the potential of character education based on Sufism in creating a more peaceful and just environment in society (Karimullah, 2023).

In the context of Islamic education at the elementary level in pesantren, the teaching of the Naqshabandiyah tariqa becomes an example of the effective application of Sufi values. Fazada et al. note that the success of spreading the Naqshabandiyah tariqa in pesantren is not only based on formal learning but also on spiritual practices that encourage character change among the students (Fazada et al., 2023). Additionally, integrating tariqa teachings into Islamic education at the elementary level curriculum in pesantren shows how Sufi elements can be effectively incorporated into the broader Islamic education system at the elementary level (Amboro, 2023).

Furthermore, research also emphasizes the relevance of Sufism in the modern context. As explained in the study by Nafi'a and Gumiandari, the teachings of Sufism regarding *wahdat al-Wujud* and *wahdat asy-Syuhud* can be used as references in religious moderation education in the contemporary era (Nafi'a & Gumiandari, 2022). These concepts allow for a deeper understanding of unity and diversity within Islam, which is crucial in multicultural societies like Indonesia (Rajab, 2020). Therefore, an educator who adopts a Sufi approach aims to shape students intellectually, emotionally, and spiritually. Overall, this research shows that Sufism functions as a spiritual goal in Islam and as a methodology in education focused on achieving moral and social goals. Sufism, emphasizing love, peace, and tolerance values, can provide a strong foundation in preparing future generations to face the challenges and complexities of today's modern world (Salminawati et al., 2022).

First, the findings show that integrating Sufi values into Islamic education at the elementary level can strengthen students' character and behavior, leading to increased ecological awareness. According to research by Abitolkha and Mas'ud, Sufi values such as self-control and environmental concern can be incorporated into Islamic Religious Education (PAI) subjects to shape better student attitudes and behaviors (Abitolkha & Mas'ud, 2021).

Second, there is supporting evidence that a Sufi values-based educational approach not only shapes Islamic identity but also educates students about the importance of environmental preservation. Suyadi et al. state that teaching environmentally conscious religious values can lead to more proactive environmental behavior among students (Gueye & Mohamed, 2023). This is reinforced by research showing that applying *amal* (good deeds), as influenced by Sufi values, encourages students to be more sensitive to environmental issues (Yumnah, 2020).

Finally, these findings demonstrate that the use of Sufi values in education not only emphasizes religious identity but also teaches ecological responsibility. These two aspects are interconnected and provide a strong integral framework within education. With higher environmental awareness, students are expected to take tangible actions that contribute to the conservation and protection of natural resources. Through integrating Sufi values, education is expected to become more holistic, supporting the development of both spiritual and ecological consciousness in a complementary manner. In conclusion, integrating Sufi values into education provides significant benefits in shaping students' Islamic identity and enhancing their ecological awareness and responsibility, which are crucial in facing today's global environmental challenges.

Discussion

In this discussion, the main focus is to analyze the role of Sufi values in supporting education that strengthens Islamic identity while also enhancing ecological awareness. Based on the

research findings, there is evidence that integrating Sufi concepts into education can reinforce individual morality and promote a balance between humans and the environment.

The cause-and-effect analysis shows that implementing Sufi values in education influences students' character and shapes their perspectives toward the environment. For instance, studies have shown that Sufi-inspired education can cultivate individuals who are more humble and environmentally moral (Karimullah, 2023). Eco-Sufism has also proven effective in fostering ecological awareness by encouraging a sense of spiritual responsibility toward nature (Irawan et al., 2022; Febriani, 2018). This attitude directly results from Sufi practices that teach a harmonious relationship between humans and God's creation, aligning with the goals of more ethical and sustainable education (Rahmatullah et al., 2024).

Reflections on the practice of Sufism in education indicate that Sufi-based character education adopts a relevant approach to moral and ethical values in modern society (Fahrudin et al., 2021). References to Sufi figures such as Ali Jum'ah highlight the relevance of Sufi values in shaping a younger generation of religious and intellectuals (Fahrudin et al., 2021). On the other hand, integrating Sufi principles into higher education curricula aims to build religious identity and encourages social and ecological awareness that can result in real-world actions (Muhammad et al., 2024).

In addition, scholarly contributions reveal that Sufism can inspire students to be moderate and tolerant—key qualities for creating a more peaceful society in the context of diversity (Ahmad et al., 2021). Applying Sufi values in education is expected to equip students with the capabilities to face various social challenges, including the increasingly urgent environmental crisis.

As part of an action plan, the recommendations derived from this study suggest that educational institutions should develop curricula based on the principles of Sufism and eco-Sufism. This includes integrating environmentally-based projects involving practical activities to educate students about sustainability and conservation (Zunaidah, 2024). This approach is considered essential for raising ecological awareness among students and reinforcing their Islamic identity in a broader context. Overall, integrating Sufi values into education strengthens Islamic identity and supports the development of ecological awareness among students, providing them with a holistic framework to understand and respond to the world's challenges.

CONCLUSION

The integration of Sufi values into education significantly contributes to strengthening students' Islamic identity and ecological awareness. Research shows that an educational approach based on *tasawuf* (Sufism) not only shapes moral character by emphasizing values such as sincerity, patience, and self-control but also enhances students' understanding of the importance of environmental sustainability. Through Sufi practices such as *dhikr* (remembrance of God), students are

encouraged to become aware of their relationship with nature and their responsibilities as created beings.

Moreover, the application of Sufi-based moral education encourages students to develop attitudes of tolerance and respect for diversity, which in turn supports multicultural education within the context of Islamic education at the elementary level. Therefore, by adopting Sufi values into the curriculum, education builds a stronger Islamic identity and fosters ecological awareness—something critically needed to address today's environmental challenges.

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