

Environmental Care Character Education Management Based on Green Mosques: Research at SMAN 3 Kuningan and SMPN 7 Cirebon

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Abstract

This research is motivated by the increasing awareness of environmental care through the green mosque approach. The Green Mosque Movement itself is a strategic program to support the government's program in the Net-Zero carbon emissions target by 2060 and the character of caring for the environment. The aim of this research is to determine the planning, organization, implementation, supervision, supporting and inhibiting factors as well as the results of green mosque-based environmental care character education at SMAN 3 Kuningan and SMPN 7 Cirebon. This research is qualitative research with a naturalistic approach. The results of this research show (1) Planning for environmentally caring character education based on green Mosques was carried out with the help of a policy of integrating environmental education in subjects including religious education, citizenship education, and all subjects in schools, (2) Organizing was carried out by delegating tasks according to the plans and main tasks of school managers and stakeholders as well as organizing the learning components of environmentally caring character education based on green Mosques, (3) Implementing environmentally caring character education based on green Mosques by building a School Mosque that is full of environmentally caring character education values that are relevant to environmental learning with fulfills the 6 criteria for the green building concept, (4) Supervision of green mosque-based environmental care character education that has been planned can be used as a benchmark for the performance of the organizational structure that is led in carrying out its duties, (4) Supporting factors include the role of teachers, parents and the government, while the main obstacle at the start of construction was funding and design of the mosque design with the green mosques concept which is still relatively new. (5) As a result, green mosques-based mosques succeeded in forming students' environmental awareness and behavior, with environmentally friendly designs, sustainable use of resources, and the use of mosques as places for learning outside the classroom, which effectively instilled environmental care values and inspired students to apply them at home.

Keywords Environmental Care, Character Education, Management Based, Green Mosques.

INTRODUCTION

Every year the forest area in Indonesia is shrinking due to human activities. Based on data from Forest Watch Indonesia, Indonesia is the country that has lost the most forest area in the last two decades. Data from the Ministry of Environment and Forestry (KLHK) also shows that the forest area in 2020 was 95.6 million hectares or 50% of the total land area in Indonesia, decreasing by 74% -75%. The area of forest that was lost was partly due to forest fires, most of which were human intervention with the burning of peatlands to open new land by greedy large companies and poor people who lack knowledge and the increasing number of human population, so that supply and demand for human needs are increasing, which is one of the triggers (Utami and Primawardani, 2021).

Environmental friendliness towards humans is influenced by human good treatment of the environment. The higher the involvement of humans in efforts to maintain the



environment, the better the quality of human life. Humans can benefit from the environment by continuing to give their best to it so that the benefits obtained can be more than maximal. The human attitude to always manage the environment by increasing awareness of environmental concerns if done consistently will build character patterns that then become the highest human culture and civilization (Rusmin et al, 2015). Culture is obtained by humans from the process of learning in the environment and the results of direct observation and then evolves into community culture (Elly et al, 2006).

Environmental awareness is not only to restore what is damaged or polluted but has entered into human obligations to respect the rights of others. This right is the right to enjoy and feel the balance of a pure environment. In addition, public awareness of the environment is a form of tolerance. An attitude of tolerance is part of the consequences of humans as social beings who need to respect each other. Owners of large companies who want big profits must of course have a sense of tolerance for what they are trying to do.

One of the trending ones is a form of tolerance and strategy implemented by the government, society, industry/companies, private institutions/communities and countries in the world to reduce climate change and global warming due to carbon emissions from current industrial/company activities is carbon trading or carbon management. Carbon trading or carbon trading activities are the activities of buying and selling certificates between companies and communities that conserve or care for forests. This effort is the result of an agreement between 178 countries in the 2016 Paris Agreement to reduce carbon emissions in the air from world companies (Yuliartini and Suwatno, 2022). This activity is expected to reduce the total carbon released into the air and become a momentum for improving forests and the way humans view forests. Even the carbon trading project can have economic value for the country and the people of Indonesia because the certificates can be traded to companies in the world that need them and open up new jobs for the general public.

The Prophet's Mosque, in addition to functioning as a place of worship for Muslims, in its construction has had the aim of supporting efforts to resolve environmental problems (hifdh al-bi'ah) through the spiritual values contained in the mosque building. The spiritual values in the building and management of the Prophet's Mosque have met the standards and goals of the UN's sustainable development goals (SDGs). The Prophet's Mosque was built by the Prophet Muhammad SAW from environmentally friendly local materials. The implementation of SDGs in the Mosque through the integration of the Mosque on environmental issues by accommodating several SDGs targets, namely Climate Action (addressing climate change), Affordable and clean energy (clean and affordable energy), Clean water and sanitation (clean water and proper sanitation) and sustainable cities and communities (sustainable cities and communities). In 2021, the city of Medina won an award from the World Health Organization (WHO) as the healthiest city and the cleanest place in the world with high community participation in improving the environment, both physically and socially, and developing community resources.

The success of the Prophet's Mosque has become an inspiration in compiling a strategic program as an effort to optimize the role of the Mosque in caring for the preservation of the environment and nature through the function of Mosques as part of the

strategic management of handling global warming and climate change problems. The International Forum that focuses on strategic efforts to handle global warming and climate change is through the COP22 2016 activity in Morocco with the agenda of the "Green Mosque" project as a strategic approach to environmental and natural preservation. The country of Morocco initiated the modification of the design of solar panels and LEDs into 600 mosques. The goal is that by 2030 Morocco can achieve the target of not importing energy from other countries and producing 52% of energy generated from renewable sources independently. Even the Jamia al-Kutubiyya Mosque in Marrakech which was built in the 12th century, with the addition of solar panels, has become an energy-plus mosque or has succeeded in creating more energy than consuming it.

The strategic program above by Greenpeace Indonesia is translated into five Greenpeace targets, namely the formation of a Mosque community committed to green Mosques, planting trees around the Mosque, re-arranging the use of ablution water, managing organic waste in the Mosque environment, and using solar panels in the Mosque. In addition, the Indonesian Mosque Council (DMI) in collaboration with the Indonesian Ulema Council (MUI) created a program called Eco Mosque. The program has succeeded in gathering 206 Mosques in Indonesia to run the Green Mosque program. The program above is part of the global target of Ummah for Earth which intends to make the Mosque a reflection of rahmatan lil alamin (Omar et al, 2018).

Efforts to encourage mosques as informal institutions have succeeded in making several mosques in Indonesia apply the Green Mosque concept as part of the function of the mosque in caring for the preservation of the environment and nature, including the Istiqlal Mosque in Jakarta, the Az-Zikra Mosque in Sentul, the At-Tanwir Mosque, the Al-Irsyad Mosque in Bandung, the Al Jabbar Mosque in West Java and others. The Istiqlal Mosque in Jakarta is the only mosque in the world to receive an award as a Green Mosque from the International Finance Corporation (IFC). This award is a form of IFC's appreciation for the Istiqlal Mosque which has implemented the principles of green building as a real form of energy saving and sustainability, including lamps for lighting using energy-saving LED-based lamps, the use of solar panels to supply 13% of the electricity needs at the Istiqlal Mosque, saving water, carrying out greening and becoming a Green Mosque concept mosque. The Istiqlal Mosque also contributes to reducing the carbon footprint.

Based on the development of the Green Mosques movement that has been explained above, there is hope that environmental awareness can be increased through the Green Mosques approach. The Green Mosques movement itself is a fairly strategic program to support the government's program in the Net-Zero carbon emission target by 2060 and the character of caring for the environment. This can be seen from the number of mosques in Indonesia which is estimated to reach 3.6 million.

In addition to optimizing the function of the Mosque through the Mosque management system in anticipating climate change carried out by the Mosque as part of the collective efforts of the community, it can be done in the field of education through formal educational institutions, namely schools. Schools are one of the centers of learning activities and become institutions for character development, cultural transformation, and educational facilities for



the development of quality human resources, intelligent in theoretical science (theory of science) and also intelligent in practical science (practice of science) for the meaning of life (Shoimin, 2018).

The population of students in a school is quite large, namely 20% -30%. Therefore, environmental character education in schools is very important and is a strategic step in efforts to increase environmental awareness. This is in accordance with Notoatmodjo's thinking, namely (1) Schools are institutions that are deliberately established to foster and improve the quality of human resources, both physical, mental, moral, and intellectual. (2) Promotion through the school community turns out to be the most effective among other community efforts. (3) Schools are communities that have been organized, so they are easy to reach. (4) School children are a group that is very sensitive to accepting change or renewal, because the group of school children is in the growth and development stage. At this stage, children are in a sensitive condition to stimuli so that they are easy to guide, direct and instill good habits.

Schools also have facilities and infrastructure to support educational programs, one of which is the school mosque. The school mosque is a facility built by the school and has a strategic role to help schools achieve educational goals (Daryanto, 2010). Educational facilities can provide conveniences in learning interactions to achieve educational goals because the mosque has various advantages, including 1) The mosque can be a learning facility to help strengthen what is learned in school. 2) The mosque as a means of communication of inanimate objects that can communicate messages of concern for the environment. 3) The mosque can be a tool to help learn environmental knowledge 4) The mosque is a source of knowledge of inanimate objects that can stimulate students' memory of moral messages of concern for the environment. 5) The mosque is non-written information to facilitate students' memorization and 6) The mosque is a tool that can help strengthen students' understanding of the concept of environmental concern.

Its development is also very rapid both in quality and quantity. In addition to being a means of learning for students, it is also a means of accelerating student understanding. School mosques are inclusively spread evenly across various regions in Indonesia, making school mosques projected to contribute to increasing environmental awareness because the urgency of caring for the environment is an inseparable part of the school's responsibility.

However, not all schools make the Mosque the focus of the school's innovation section by not only functioning the Mosque as a place of worship but also making the School Mosque a laboratory for environmental and natural education. Some of the causes include: First, the lack of knowledge of the school in managing the empowerment of the Mosque. Second, the school is not yet aware of the concept of green Mosques. Third, not many schools understand that the School Mosque can play a role in environmental awareness about climate change. Fourth, it is not a school priority. Finally, the construction costs are considered expensive.

Schools that innovate and focus on integrating environmental character education into their school management are Adiwiyata awardees. Adiwiyata awardees are schools that implement an environmentally conscious lifestyle. Adiwiyata schools aim to raise awareness

among school residents about the environment so that they can take responsibility for saving the environment. The Adiwiyata School Program is a school with a green school concept initiated by the Indonesian Ministry of Environment Number 5 of 2013 concerning Guidelines for the Implementation of the Adiwiyata Program. The Adiwiyata Award is a form of appreciation because the school is able to implement the Adiwiyata program well (Setioningrum and Mukono, 2020).

Schools that have implemented the Adiwiyata program can feel the benefits for the implementation of the learning system, learning process and learning outcomes, especially for students. Things felt by the school community include: First, changing the behavior of school residents to carry out a culture of environmental conservation. Second, increasing efficiency in the implementation of school operational activities. Third, increasing resource savings by reducing resources and energy. Fourth, improving learning conditions that are more comfortable and conducive for all school residents. Fifth, creating conditions of togetherness for all school residents. Sixth, it can avoid various risks of environmental impacts in the school area. Finally, making it a place of learning for the younger generation about good and correct environmental maintenance and management. Furthermore, the assessment criteria for the Adiwiyata award include four aspects, namely aspects of environmentally aware school policies, aspects of environmentally based school curriculum, aspects of participatory environmental activities in schools, and aspects of environmentally friendly school support infrastructure management (Ramadhan et al, 2022).

According to the results of the ground tour conducted by researchers at schools that have been observed initially, namely State Senior High School 3 Kuningan Regency and State Junior High School 7 Cirebon. The two schools have adopted a green mosque concept. Green Mosques applied to the Mosques of State Senior High School 3 Kuningan and State Junior High School 7 Cirebon are: First, energy efficient, by paying attention to energy sources, both electricity, water and AC. Second, climate adjustment by paying attention to the local climate. Third, responding to site conditions by ensuring that they do not damage the environment. In addition, the author also wants to know the location of the differences between the 2 schools that are geographically different.

School Mosques based on green mosques are still very rarely studied and the availability of references is very limited. However, this is not an obstacle. In fact, researchers are interested in conducting further research on environmental character education based on green mosques at State Senior High School 3 Kuningan and State Junior High School 7 Cirebon. This is because there is a lot of interesting information to be studied, especially related to environmental character education based on green mosques. Through this study, it is hoped that the results will be a representation of other environmental character education based on green mosques that have similarities or similarities with the cases investigated in this study.

METHOD

According to Rahardjo quoted (Arifudin, 2023) that the research method is one way to obtain and seek tentative truth, not absolute truth. The result is scientific truth. Scientific



truth is a truth that is open to being tested, criticized, and even revised. Therefore, there is no best method for seeking truth, but what exists is the right method for a particular purpose according to the existing phenomenon. Budiharto quoted (Waluyo, 2024) that the selection of research methods must be adjusted to the research being conducted so that the results are optimal.

The type of research used in this study is a descriptive method. According to (Arifudin, 2024) that descriptive qualitative is a study by focusing intensively on a particular object that studies it as a problem. In this study, it is used to explore in depth the analysis of Environmentally Caring Character Education Management Based on Green Mosques.

The approach used in this study is a qualitative approach. According to Bogdan and Taylor in (As-Shidqi, 2025) a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Farid, 2025) the method is by transcribing data, then coding the notes in the field and interpreting the data to obtain conclusions.

This study uses qualitative research with field research methods. According to (Noviana, 2020) this approach is adjusted to the main objective of the study, namely, to describe and analyze the analysis of Environmentally Caring Character Education Management Based on Green Mosques. So that with this method it will be able to explain the problems of the study (Zaelani, 2025).

Bungin quoted (Arifudin, 2022) explains that qualitative descriptive research aims to describe the situation, condition, or social phenomenon that exists in society and then used as an object of research and tries to draw reality to the surface as a model or description of a particular condition or situation. This study aims to provide an overview of Environmentally Caring Character Education Management Based on Green Mosques.

Determining the right data collection technique greatly determines the scientific truth of a study. The data collection techniques used in this study are Observation, Interview and Documentation.

Technique can be seen as a means of doing technical work carefully using the mind to achieve goals. Although the study is an effort within the scope of science, it is carried out to collect data realistically and systematically to realize the truth. Research methodology is a means of finding a cure for any problem. In this case, the author collects information about the analysis of Environmentally Caring Character Education Management Based on Green Mosques, articles, journals, theses, theses, ebooks, and others (Rusmana, 2020).

Because it requires materials from the library for its data sources, this study utilizes library research. Researchers need books, scientific articles, and other literature related to the topics and problems they are exploring, both printed and online (Iskandar, 2025).

Finding information from data sources requires the use of data collection techniques. Amir Hamzah in (Supriani, 2025) claims that data collection is an effort to collect information related to the subject matter being studied. The author uses a library research method to collect data. Specifically, the author starts with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that

share the views of Environmentally Caring Character Education Management Based on Green Mosques.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic of discussion that is being or will be explored (Nuryana, 2024). These details can be found in scientific literature, research, and scientific writings, dissertations, theses, and other written sources. According to (As-Shidqi, 2024) that data collection can be done in various circumstances, using different sources, and using different techniques.

Observation is part of the direct research process on the phenomena to be studied (Afifah, 2024). With this method, researchers can see and directly feel the atmosphere and conditions of the research subjects (Supriani, 2024). The things observed in this study are about the analysis of Environmentally Caring Character Education Management Based on Green Mosques.

The interview technique in this study is a structured interview, namely an interview conducted using various established standard guidelines, questions are arranged according to information needs and each question is needed to reveal each empirical data (Kurniawan, 2025).

Documentation is one of the data collection techniques through existing documents or written records (Supriani, 2023). Documentation comes from the word document, which means written goods. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes, and diaries. According to Moleong in (Aidah, 2024) that the documentation method is a way of collecting information or data through examining archives and documents. Furthermore, according to (Zulfa, 2025) that the documentation strategy is also a data collection technique submitted to the research subject. The data collection method using this documentation method is carried out to obtain data on the condition of the institution (research object), namely the analysis of Environmentally Caring Character Education Management Based on Green Mosques.

Moleong quoted (Romdoniyah, 2024) explained that the collected data was analyzed using an interactive analysis model consisting of data reduction, data presentation, and drawing conclusions. Meanwhile, Syarifah et al in (Nita, 2025) explained that data reduction was carried out by filtering relevant information, data presentation was carried out in the form of a systematic narrative, and conclusions were drawn based on research findings. To ensure the validity of the data, this study used source triangulation, namely comparing information from sources. According to Moleong in (Mukarom, 2024), source triangulation helps increase the validity of research results by comparing various perspectives on the phenomenon being studied.

Muhadjir dalam (Hoerudin, 2023) states that data analysis is the activity of conducting, searching, and organizing records of findings systematically through observations and interviews so that the researcher focuses on the research being studied. After that, make a discovery material for others, edit, classify, and present it. Data validity techniques using triangulation techniques cover techniques and sources. Data analysis using the Miles and Huberman model in (Ningsih, 2024) consists of data collection, data reduction, data presentation, and drawing conclusions.



RESULTS AND DISCUSSION

Environmental Care Character Education Planning Based on Green Mosques

Based on research results, character education planning based on green mosques at SMAN 3 Kuningan and SMPN 7 Cirebon is in line with national education policies and management science, namely environmental care character values are determined in institutional policies involving various components of school policy makers such as the Principal, Vice Principal for Curriculum, Vice Principal for Infrastructure, Vice Principal for Student Affairs, School Treasurer, Subject Teachers, Cleanliness Coordinator, School Committee and Parents of Students when determining the policy of environmental care character education based on green mosques and participating in its implementation carried out by the principal as the initiator of the environmental care character education program based on green mosques at school, the vice principals who have their respective duties and functions in the implementation of environmental care character education based on green mosques, or those carried out by homeroom teachers, educators, and parents of students. The planning made in the character education planning based on green mosques at SMAN 3 Kuningan and SMPN 7 Cirebon is in line with Castetter's opinion in *dalam* (Kartika, 2022) which states that planning also plays a very important role in carrying out management because management functions cannot run well without planning because according to Castetter planning is a way for humans to project intentions towards what they want to achieve.

Efforts that can be made by students in environmental conservation are reforestation, saving water use, saving energy, and creating eco-friendly products that utilize natural resources, so as not to damage the environment. Based on the theory above, researchers can conclude that the formation of environmentally conscious characters has many indicators that can be used as references. In this study, researchers used the theory of environmental care indicators by Agus Zaenal Fitri quotes (Kartika, 2021) as follows: 1) Maintaining the classroom and school environment, 2) Maintaining plants properly without stepping on or damaging them, 3) Supporting the go green program (greening) in the school environment, 4) Availability of places to dispose of organic and non-organic waste, and 5) Providing bathrooms, clean water and places to wash hands.

Organizing Environmentally Aware Character Education Based on Green Mosques

From the results of the study, it was obtained that the process of organizing character education on caring for the environment based on green mosques at SMAN 3 Kuningan and SMPN 7 Cirebon can be seen from two things, namely from the perspective of organizing from the perspective of delegating tasks according to the plan and main tasks of school managers and stakeholders and organizing learning components. The components of organizing the delegation of tasks are carried out based on the main tasks and functions of the managers and stakeholders respectively at the educational institutions of SMAN 3 Kuningan and SMPN 7 Cirebon both based on the organizational structure starting from the Principal, Vice Principal for Curriculum, Facilities and Infrastructure, Educators, Cleanliness Coordinators, Homeroom Teachers, School Committees and Parents of

Students. As for the delegation of main tasks and functions based on the expertise and abilities of the person concerned (the right man, the right place) according to the job description to people who meet the requirements or criteria in having a high commitment so as to lead to the achievement of the goals of character education on caring for the environment based on green mosques. The organization carried out in character education for caring for the environment based on green mosques is in line with Stoner's opinion in (Lahiya, 2025) which states that organizing is the process of employing 2 or more to work together in a structured way to achieve a specific goal or several goals. Organizing is done with the aim of dividing large activities into small activities.

In the component of organizing learning in character education that cares about the environment based on green mosques, schools are well organized so that they produce relationships between components that are interrelated, mutually supportive and complementary to achieve educational goals. Organizing is the activity of arranging all existing resources to carry out plans and goals that have been set by the organization. Organizing includes arranging resources, compiling, and assigning tasks and establishing procedures. Organizing according to Gibson as quoted (Kartika, 2020) that organizing includes all managerial activities carried out to realize planned activities into a structure of tasks, authorities, and determining who will carry out certain tasks to achieve the desired goals of the organization.

The learning process carried out by teachers and students is not only carried out in the classroom but can use the school environment as a learning class such as the use of the School Mosque for practical activities of environmental conservation and care such as the application of appropriate land use, energy efficiency and energy conversion, water conversion, sources and material cycles, air quality and indoor air comfort and environmental management of school Mosque buildings (Widiarto, 2020).

Finally, the School Mosque Development Team in the field of green mosque concept study. This team studies and learns the values of environmentally conscious character education in green building concept buildings. The goal is none other than to build an ecosystem of environmentally conscious character education in the Green Mosque-based School Mosque building. Green Mosque-based School Mosques can build harmony between nature and buildings. In the Green Building Concept School Mosque, there are advantages that schools can obtain in efforts to instill environmental character education values, namely land use, energy efficiency and energy conversion, water conversion, material sources and cycles, air quality and indoor air comfort, and building environmental management. This helps schools in instilling environmental character values into student behavior.

The School Mosque development team in the field of green mosque concept studies collaborates with the student affairs department in adjusting the format of the rules and activities of the School Mosque that have been prepared by the School Mosque development team in the field of green mosque concept studies as values that form the character of students and communicate them to homeroom teachers and subject teachers.



Implementation of Environmental Care Character Education Based on Green Mosques

The implementation of environmental character education based on green mosques is an effort to make the planning process run well. Of course, by providing maximum learning in the classroom in an effort to educate environmental character. With the ongoing learning in schools which is the core of the environmental character education program for school residents. The application of environmental character education values based on green mosques at SMAN 3 Kuningan is implemented in the new building of SMAN 3 Kuningan Mosques with a green mosque concept which is full of environmental character education values (Widiarto, 2020).

Meanwhile, at SMPN 7 Cirebon, the implementation of environmentally friendly character education based on green mosques is implemented by maximizing the old building of the school mosque. SMPN 7 Cirebon. The school seeks to internalize the values of environmentally friendly character education in the school mosque building by bringing to life the values of environmentally friendly character education. This is in line with Ramli's opinion in Nur Haris Efendi in (Kusmawan, 2025) who stated that character education basically prioritizes the essence and meaning of morals and ethics. The next goal of character education is to form a good person, become a good citizen and citizen, who can be accepted by the environment and the noble values of the culture around them. In addition, the goal of character education is also to develop the potential of students holistically so that they become individuals who can overcome the challenges of a dynamic era in the future and become individuals who excel intellectually and emotionally.

Character education for caring for the environment based on green mosques is implemented by integrating character values for caring for the environment as part of the realization of the school's vision and mission by integrating character education values for caring for the environment into learning materials in the classroom and internalized into the school mosque building by implementing the green building concept (Sudrajat, 2020). The implementation of character education for caring for the environment based on green mosques at SMAN 3 Kuningan and SMPN 7 Cirebon is carried out in the following way, namely SMAN 3 Kuningan and SMPN 7 Cirebon facilitate the development of character education for caring for the environment based on green mosques by strengthening and developing behavior as a whole based on values for caring for the environment that have been integrated into the school curriculum which are then implemented in the learning process in the classroom in such a way and always inserting the values of character education for caring for the environment, teacher role models and the participation of all school residents in environmental care activities. The implementation of environmental care character education based on green mosques is in line with the opinion of Yunus and Abu Bakar Dja'far quoted (Judijanto, 2025), Actuating is an activity that moves and ensures that workers carry out their duties and obligations according to their expertise and proportions immediately implement plans in concrete activities that are directed at the goals that have been set, by always communicating, good human relations, effective leadership, providing

motivation, making orders and instructions and conducting supervision by improving the attitudes and morals of each group member.

Supervision of Environmentally Aware Character Education Based on Green Mosques

The principles of SMAN 3 Kuningan and SMPN 7 Cirebon are responsible for supervising the implementation of character education on caring for the environment based on green mosques as a whole but are still assisted by all components of the school. At SMAN 3 Kuningan, the Principal together with the School Committee supervised the construction of the SMAN 3 Kuningan School Mosque. This is because the School Committee is the party responsible to the parents of students who have participated in the construction of the school mosque. The funding source for the SMAN 3 Kuningan School Mosque comes from self-help from parents of students, alumni and the local government. Meanwhile, at SMPN 7 Cirebon, supervision is carried out by two parties, namely internal and external supervisors. Internal supervision is carried out by the Principal and the Adiwiyata School Coordinator, while external supervision is carried out by the Environmental Service and the School Committee. Supervision of character education on caring for the environment based on green mosques is in line with Husen's opinion in (Rismawati, 2024), which explains that control or supervision activities are intended to ensure that the work processes and rules that have been set can be achieved with maximum results.

Meanwhile, supervision of the implementation of character education on caring for the environment based on green mosques in classroom learning is carried out by all components at SMAN 3 Kuningan and SMPN 7 Cirebon. Supervision is carried out to ensure that every work program that has been designed together can run well and successfully effectively and efficiently. The implementation of supervision of character education on caring for the environment based on green mosques that has been planned can be used as a benchmark for the performance of the organizational structure that it leads has carried out its duties. The supervision hierarchy starts from the principal, vice principal for curriculum, vice principal for facilities and infrastructure, vice principal for student affairs, school treasurer, subject teachers, cleanliness coordinator, and students (Supriyadi, 2021).

CONCLUSION

The results of character education on caring for the environment based on green mosques at SMA Negeri 3 Kuningan and SMP Negeri 7 Cirebon showed success in forming awareness and behavior of caring for the environment in students. The existence of the School Mosque Based on green mosques received a positive response because it was considered strategic and very supportive of character education on caring for the environment. Students felt that the environmentally friendly design of the Mosques, with the use of natural light, good air ventilation, and management of ablution water to water plants, provided real experience about the importance of environmental sustainability. Mosques are also used as places of learning outside the classroom, where students are invited to understand and apply environmental values, such as waste management, energy efficiency, and water conservation. The beautiful and comfortable environment of the Mosques creates



a conducive learning atmosphere, so that students feel inspired to apply similar practices at home, such as planting trees and reducing the use of plastic. Thus, Mosques based on green Mosques not only function as places of worship but also become effective character education centers.

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