



Eco-Spiritual Based Green Spirituality : A Systematic Literature Review of Environmentally Conscious Mental Revolution in Education

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Abstract: This study aims to provide an understanding of Green Spirituality based on Eco-Spiritual focused on conscious mental revolution environment on education. This research was conducted using the systematic literature review (SLR) method through a qualitative approach, with collecting data from Scopus, Science Direct and Springer. Techniques data analysis used in study was descriptive. The results showed that Eco-spiritual based *Green Spirituality* that combined spiritual understanding with respect and attention to nature had a connection. It can be seen that *Green Spirituality* is actually more moderate in its teachings. While the environmental revolution is conscious of education by building spiritual character. Efforts to love the environment must be built and harmonized through real actions starting from society and formal education such as schools and higher education. Implications on study for this guard conscious mental revolution environment that gives vision, inspiration, motivation for environmentalists to construct ethics in the environment education.

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Introduction

Eco-spirituality-based Green Spirituality is an approach that integrates spiritual values with environmental awareness, aiming to create more environmentally friendly mental and behavioral changes. In education, this concept is becoming increasingly relevant given the increasingly pressing environmental crisis. Education not only functions as a transfer of knowledge but also to shape individual character and ecological awareness. A person's understanding and concern for the environment and the relationship between humans and nature have been taught by religion. In many spiritual and religious traditions, nature is considered sacred and is guarded with great respect (Woodward, 2015). For example, in certain indigenous beliefs, mountains, rivers, and forests are considered the abode of spirits or gods that must be respected and guarded (Ahad & Auliahadi, 2019). With this approach, humans are invited to behave wisely and responsibly when interacting with nature (Chen & Chiou, 2014), (Kopnina, 2011). Therefore, destroying nature means destroying the balance which will also affect human life itself (Hurlbert & Datta, 2022).

Green Spirituality, or "spirituality green," refers to a spiritual approach that emphasizes a harmonious connection between humans and nature (Weis, 2011). In the contemporary context, this concept is particularly relevant, given the growing awareness of global environmental crises, such as climate change, biodiversity loss, and ecosystem degradation. Green Spirituality underscores the importance of seeing nature as a sacred entity with its spirit or energy that must be respected. The current environmental crisis,



characterized by ecosystem destruction, global warming, and the depletion of natural resources, requires solutions that go beyond technical measures. It demands a paradigm shift in the relationship between humans and nature, with spirituality as a catalyst for change in attitudes and behavior. Green Spirituality emphasizes understanding nature as part of God's creation, which must be protected and respected. This idea asserts that nurturing and safeguarding nature is not just a moral responsibility, but also a form of worship of Allah (Asmanto, 2015).

Education that adopts the principles of Green Spirituality can foster human awareness of their responsibility toward the environment. By integrating spiritual values into education, it is hoped that humans will not only understand the importance of environmental conservation theoretically but also apply it in everyday life. This creates a generation that is not only academically intelligent but also has a high concern for the environment. Through a systematic literature review on green spirituality and eco-spirituality, it is seen that this approach offers a comprehensive framework for educating individuals to be more environmentally conscious. Thus, the mental revolution needed to face the challenges of the environmental crisis can begin with an education based on spiritual values and environmental ethics. It is realized by researchers that it is important to provide ideas to preserve the universe. This study detected similarities with previous research written by (Lestari, 2021) where through Go Green students are aware of maintaining the cleanliness of the school environment, throwing garbage in the trash, and caring about the cleanliness of the school environment.

Research Method

This research used a systematic literature review method through a qualitative approach. Systematic literature reviews focus more on the selection, classification, calculation of investigations, and assessments which contain information based on the findings to be reviewed. A systematic literature review has stages consisting of three components, namely: results, improvements, compilation (Aliyu et al., 2021). The stages of the systematic review used were the model developed by Denyer, D., & Tranfield (Denyer, D., & Tranfield, 2009) (Diponegoro et al., 2021) which includes the following phases: (1) Formulation of research questions (2) Selection of research found (3) Analysis and synthesis. Referring to the method, the research began by determining the research question as the first step. The research question that was the basis of this research was Eco-Spiritual Based *Green Spirituality*: Environmentally Conscious Mental Revolution in Education. The databases used are *Science Direct* and *Springer*. In relation to the research objectives and current world developments, only articles from international databases are used in this study. The following are the stages in a systematic literature review conducted by researchers, which refer to (Wolor et al., 2021).

Table 1. Literature Review Research Questions

No	Research Questions	Motivation
RQ1	How to implement Eco-Spiritual Based <i>Green Spirituality</i>	Identifying the implementation of Eco-Spiritual Based <i>Green Spirituality</i> that has been carried out in previous related articles
RQ2	How is the Environmentally Conscious Mental Revolution in Education?	Identifying the application of the Environmentally Conscious Mental Revolution in Education related to the previous article



1). Literature Search

This research was conducted in June-August 2024 in Jambi Province. The process of searching for relevant articles related to the discussion in this study was carried out using the keywords: *Green Spirituality*, Eco-Spiritual, Mental Revolution. Researchers used the Publish or Perish application sourced from Scopus, ScienceDirect and Springer journals with a span of 2014-2024 in the article selection process.

2). Selection Criteria

The selection criteria used as a guideline in the search process and selection of articles are research using English and complete articles that have been published in international journals, Scopus, with a span of 2014-2024, which focus on *Green Spirituality* and Mental Revolution. After finding the selected sample, the next stage is to conduct an analysis that aims to collect information that is interrelated. The analysis and synthesis of the data obtained were carried out descriptively for the activities of observing, describing, and then classifying data to collect the data needed.

3). Data Extraction and Data Synthesis

After getting the primary study, the next step is to do data extraction to collect data that has a contribution to the research question. Data synthesis is evidence from the selected study in answering the research question. In study this, using analysis qualitative based on the research objectives. The steps includes :

- a) Data Reduction: Filtering relevant information from raw data For focus on theme main.
- b) Display Data: Presenting data in visual form or narrative so that it is more easily understood.
- c) Conclusion: Interesting conclusion based on analysis of data that has been done

Results and Discussion

Through the application of inclusion criteria, all articles have been met, so the number of articles remains 20. After reviewing the title, abstract, keywords, and content of the article, there were 10 articles published because they met the criteria of the requirements within the scope of *Green Spirituality*. In the end, there were twenty relevant articles contained from 2014-2024 that had been found, qualified, and examined based on the content of the research question.

Table 2. Literature Review

No	Reference	Information
1.	(Ozer, 2024)	This article examines the dominant factors that convince the public to start taking action on global warming as it is limited to a moderate level. For policy makers and communication strategists to reduce the negative impacts of global warming by integrating environmental issues into education and working with non-governmental organizations to increase public awareness and involvement on the issue.
2.	(Chen & Chiou, 2014)	This study examined the relationship between students' learning styles and learning conditions in a blended online and face-to-face course. The analysis found that students in the Hybrid learning class felt a stronger sense of community than students in a traditional classroom setting. The learning style analysis showed that learning styles had a significant effect on learning outcomes in the learning group. Accommodative learners had higher e-learning effectiveness than learners with other styles. Possible reasons behind these results are discussed.



3.	(Camorrino, 2018)	Discovery through David Le Breton says through extreme sports, forcing the wilderness to show its transcendent qualities: To come out of this ordeal unscathed is to be able to recognize the higher qualities in oneself. To challenge death and come out unscathed is to restore to the confused contemporary individual the rights and cosmos that are "nominated" in the words of Peter Berger who are able to recognize the "chosen ones", that is, people who are worthy of being saved. The phenomenon of extreme sports that is developing in the wild is an attempt to experience self-strengthening in order to "enter into resonance" with nature, to become "one" with it as the cases mentioned above seem to confirm.
4.	(Hurlbert & Datta, 2022)	Indigenous peoples in Canada are at high risk of harm from pipeline spills and are disproportionately impacted. Yet, historically their opposition to pipeline construction has been largely unsuccessful. The findings of this study offer insights into the future of Indigenous energy justice. Two fundamental pillars of Indigenous pipeline justice are: 1. Sovereignty/Treaty; and 2. Relationship to Mother Earth and one another. Both are inextricably linked to conceptions of time and trust. Sacred treaty promises include sharing the land and its resources as long as the sun shines and the water flows. Mother Earth cannot be valued in monetary terms. The findings highlight opportunities for achieving Indigenous pipeline justice by implementing the United Nations Declaration on the Rights of Indigenous Peoples and advancing recognition justice.
5.	(Liebenguth, 2022)	The findings explore how the concept of environmental security shapes the contours of global environmental governance. Specifically, it explores how three TNCs—BP, Nutrien, and Veolia—turn to environmental security as a source of legitimacy in their broader global environmental governance agendas. These TNCs rely on particular notions of environmental security to validate their role in filling governance gaps, promoting democratic principles, and mitigating planetary crises, particularly to appease Western elite audiences. Finally, it explores how the concept of environmental security informs non-state legitimacy claims and advocates for a political economy perspective to understand the broader implications of environmental security as a power-laden concept.
6.	(Yakin et al., 2021)	The discovery of signs in the Qur'an, which is the holy book of Muslims, has been real and proven not to be contrary to science. In fact, the Qur'an is an early indication of the absurdity that occurs in the universe. Islam and Science have been proven to be able to play a real role in developing human life together. Mehdi Golshani's thoughts can be used as a way to solve everything in the universe that occurs not by chance but is directly controlled by God.
7.	(Koehrsen, 2018)	There is a growing debate about the religious dimensions of environmentalism. A prominent approach to this phenomenon is Bron Taylor's Dark Green Religion. Taylor posits that Dark Green Religion is a globally developing phenomenon involving "para-religious" perceptions and feelings towards nature.

Green Spirituality as a Guiding Principle in Building Eco-Spiritual

This study emphasizes the importance of integrating spiritual values into environmental education. The concept of eco-spirituality invites individuals to see the relationship between spirituality and environmental responsibility. This leads to the



development of a curriculum that includes not only academic aspects but also moral and ethical values related to environmental conservation.

The decline in natural resources causes them to be unable to improve their quality of life, the level of education remains low, because they cannot afford better education costs for their children. Second, Various diseases arise that are directly related to the declining quality of life on the one hand. Third; the destruction of natural resources and biodiversity has a direct impact on the destruction of the culture of the surrounding community whose lives are very dependent on the existence of natural resources and biodiversity (Umar, 2017) .

Global warming is caused by various very complex pollution. Among the largest contributors are carbon dioxide, methane and chlorofluorocarbons (CFCs). The increasing concentration of the three main gases is a consequence of the increase in the world's population which has implications for the increasing need for clothing, food and shelter, all of which have an impact on increasing greenhouse gases. Nowadays, various efforts are being made to stop the use of CFCs, however, the interests of several transnational corporations (TNCs) seem to be much more influential in world forums than the interests of all humanity. Transnational corporations (TNCs) have contributed more than 50% of greenhouse gases in various forms of economic activities and their products.³ Climate change is being accelerated by the accumulation of greenhouse gases such as: CO₂, CH₄N₂O, HFCS and SF) in the atmosphere originating from various human activities on earth in the form of industry, deforestation, agriculture, and the burning of fossil fuels (coal and oil) through means of transportation. The current development model is still anthropocentric, using humans as a measure with economic growth as a measure of sustainability (Ozer, 2024) .

The description above explains that climate change is a mistake in the modern anthropocentric human lifestyle by exploiting natural resources through Transnational Corporation (TNCs) projects to fulfill their economic interests and greed, without being responsible for ecological sustainability for future generations (Francis Mainkade, 2023) . In contrast to the modern economic system that inspires Transnational Corporations (TNCs), the Islamic economic system emphasizes several basic characteristics in ecotheology and sacred cosmology, namely unity, equilibrium, free will, and responsibility as a reference in its development. In the view of the Qur'an, the fundamental philosophy of Islamic economics is monotheism (QS. 39:38).

Table 3. The Concept of Sustainable Development in Modern Science (Pearce, 1993)

	Technicentrim		Ecosentrism	
	Cornucopian	Accomodating	Communalist	Deep Ecology
Green Label	Resource Explotative, Growth-oriented position	Resource Conservation & Managerial Position	Resource Precervationist Position	Extreme Precervationist Position
Type of Economy	Anti-Green Economy unfettered free markets	Green Economy, green markets guided by economics incentive instrument	Deep green economy steady-state economy regulated by macro environmental standar	Very deep green economy wealthy regulated to minimise resource-take
Management Strategy	Primary economic policy objective, maximise economics Growth (GNP)	Modifided Economic growth	Zero economic growht Zero population growht	Reduced scale of economy and population
Ethics	Support for traditional reasoning rights & interest of contemporary individual human Nature: instrumental value	Extension of ethical reasoning caring for other motive- intragenerational and intergenerational equity Nature: instrumental value	Primary value of ecosystem and secondary value of component functions	Acceptance of biotics (moral rights/intrinsic value in nature
	Very Weak Sustainable	Wek Sustainable	Strong Sustainable	Very Strong Sustainable

From the table above, the perspective of Green Spirituality is seen to be on par with Deep Ecology. This argument can be understood, as explained in the previous chapter, because



Deep Ecology is influenced by the spirituality of ecocentric religions from the East and by the traditional ways of life of indigenous ethnic groups, such as St. Francis, Taoism, Zen Buddhism, and Islam. These ideas were brought to the West by eco-thinkers like Alan Watts and Gary Snyder. However, there is a fundamental difference between Islamic ecology and Deep Ecology, particularly regarding the concept of the "green label." Islam does not adopt the extreme preservationist stance seen in Deep Ecology, which holds that nature has intrinsic or sacred value and thus seeks to limit human access to and use of natural resources (Horton, 2022).

The implementation of eco-spiritual values in education is very important. Schools can integrate environmental materials into various subjects, as well as develop extracurricular activities that support environmental awareness, such as tree planting or recycling activities. It is important to develop evaluation indicators that can measure the impact of the integration of eco-spirituality in education. This includes assessing changes in students' attitudes towards the environment as well as their participation in pro-environmental activities (Sari, 2020: 21). Eco-spirituality-based Green Spirituality provides a strong conceptual foundation for an environmentally conscious mental revolution in education. By integrating spiritual values into the curriculum and educational practices, it is hoped that a generation will be created that is not only academically intelligent but also has a high concern for sustainability and environmental preservation. The practical implementation of this concept requires collaboration between schools, teachers, students, parents, and the wider community to achieve these goals effectively.

Conscious Mental Revolution Environment in Education

The mental revolution in education demands a paradigm shift from conventional education to more holistic education that is oriented towards environmental awareness. This means that education must be able to shape the character of students who are not only intellectually intelligent but also care about the environment. Currently, the environment is always a major topic in national and international debates. This is due to the awareness that human behavior is also responsible for the phenomena of natural changes and disasters that have occurred recently. Therefore, the public must be educated about environmental issues to face environmental challenges on this Earth (Asmanto, 2015). There are many environmental problems today in Indonesia and around the world. Garbage remains a major problem. Flooding then becomes the second problem. The third rank includes water pollution such as lakes, rivers, and seas. More and more islands and cities around the world are sinking as a result of global warming. The fifth rank for air pollution is an annual subscription. Damage to marine ecosystems is ranked next. Followed by the difficulty of getting clean water. After that, forest damage is given a score of eight. Coastal abrasion is ranked 9th. In addition, the level of soil pollution is ranked tenth (Ahad & Auliahadi, 2019).



Figure 1. Ten Problem Big Environment in Indonesia

The greening program in Jambi Province has begun to resonate strongly in various areas. In September 2023, the Governor of Jambi issued Circular Letter Number 1377/SE/DLH-3/2023 concerning the anticipation of worsening air quality in Jambi Province. The provincial

government recognizes that poor air quality, caused by forest fires and air pollution, must be addressed. As a precaution, residents of Jambi are advised to wear masks when outdoors to protect their health. This initiative has also led to efforts in environmental greening in locations such as the Muaro Jambi temple site. The greening activity was carried out by 200 students from several universities in Jambi Province, who joined the "Ready Aware Environment" movement (Ready Darling), organized by the Djarum Foundation's Environment Devotion Program (BLDF). A total of 11,920 trees and shrubs were planted as part of the greening project at the Muaro Jambi Cultural Reserve (KCBN) in Muaro Jambi Regency, Jambi Province (Maharani & Alexander, 2023).



Figure 2. Greening of KCBN Candi Muaro Jambi in Muaro Jambi Regency through the Environmentally Aware (Darling) action of the Djarum Foundation (BLDF) Environmental Service

On the other hand, a green school is a school that cares about the environment and has educational programs and activities that lead to environmental awareness and wisdom. Green schools not only had a green or shady physical appearance, but also had a commitment to developing programs of values related to the environment into school activities. In Jambi, there are several schools that have implemented green school programs, including:

- 1) State Vocational School 4 Jambi City: On March 17, 2024, State Vocational School 4 Jambi City held an Adiwiyata Workshop to continue and develop the green school program.
- 2) Jambi University: In 2022, Jambi University joined the UI Green Metric World Green University Ranking program to participate in the management of a Sustainable Green Campus.
- 3) MTsN Maro Sebo Ulu: MTsN Maro Sebo Ulu has a Green School program.
- 4) Sulthan Thaha Saifuddin Jambi State Islamic University has a Green Sutha philosophy under the Coordination of the Center for Conservation and Biological Resources Studies.
- 5) MAN 2 Jambi City implemented the Green Youth Movement from MAN 2 Jambi City: Realizing Environmental Concern.
- 6) MIN Muara Bungo Conducts Environmental Greening. This environmental greening activity aims to utilize open spaces in the madrasah environment and is also one of the madrasah principal's programs to create a clean, safe, comfortable, shady and sustainable MIN Muara Bungo environment.

At the higher education level, the greening carried out by the State Islamic University of Sulthan Thaha Saifuddin Jambi is more massively implemented. Officially, in facilitating the greening container, the State Islamic University of Sulthan Thaha Saifuddin Jambi created the official Green Sutha account <https://greensutha.uinjambi.ac.id/photo>. Various events are carried out by the State Islamic University of Sulthan Thaha Saifuddin Jambi in

implementing greening in the campus environment. This is based on the fact that awareness of caring for the environment and the universe must be implemented. The following is the documentation of the Green Sutha program:



Figure 3. Documentation of efforts to maintain greenery in the State Islamic University environment Sultan Thaha Saifuddin Jambi (Green Sutha, 2023)

The data above show religious interests too race on preservation nature. Spiritual character in love environment must built and harmonized through the act real. This is according to researcher is an effort mental revolution in guard environment. According to (Weiss, 2011) this Islamic spirituality to advocate significance resacralization natural universe as replacement from the worldview of mechanization description the world that becomes framework base nurse environment with greening.

In the implications of the study of Green Spirituality based on eco-spirituality on the curriculum, concepts, and practices of education in the context of the Environmentally Conscious Mental Revolution are very important to understand. The education curriculum needs to integrate eco-spiritual values that connect spiritual aspects with environmental awareness. This can be done by adding material that discusses the relationship between religious teachings and responsibility for the environment. For example, in religious education, teaching about stewardship (management) of nature as part of faith can be added (Fajarudin et al., 2024). The mental revolution in education demands a paradigm shift from a conventional approach to holistic education that includes cognitive, affective, and psychomotor aspects. Education must be able to shape the character of students who care about the environment through an approach that combines academic knowledge with spiritual values (Noviani, 2023). The concept of eco-spirituality emphasizes that ecological awareness must be an integral part of everyday spirituality. This means that education focuses not only on knowledge about the environment but also on developing emotional and spiritual relationships between students and nature. The implications of the study of Green Spirituality based on eco-spirituality in the curriculum, concepts, and practices of education are very significant in forming a generation that is not only academically intelligent but also has a high concern for the environment. By integrating spiritual values into education, it is hoped that a deep ecological awareness will be created, encouraging them to become agents of change in maintaining environmental sustainability.



Conclusion

Based on the analysis of the literature sources presented, it can be concluded that: 1) *Green Spirituality* as the Guiding Principle in building Eco-Spiritual namely merge spiritual understanding with respect and attention to nature. *Green Spirituality* teaches that all creatures live with each other. Connecting the implementation of eco-spiritual values in education is very important. Schools can integrate environmental materials into various subjects, as well as develop extracurricular activities that support environmental awareness, such as tree planting or recycling activities. It is important to develop evaluation indicators that can measure the impact of the integration of eco-spirituality in education. 2) Mental Revolution Awareness Environment on Education with methods to build Spiritual character. Efforts to love the environment must be built and harmonized through acting starting with public and formal education such as school and education high. This is according to the researcher is an effort to mental revolution in the guard environment. The concept of eco-spirituality emphasizes that ecological awareness should be an integral part of everyday spirituality. This means that education should not only focus on knowledge about the environment but also on developing emotional and spiritual relationships between students and nature. The implications of the study of Green Spirituality based on eco-spirituality in the curriculum, concepts, and practices of education are very significant in forming a generation that is not only academically intelligent but also has a high concern for the environment.

Recommendation

These findings are very relevant for the entire community to protect the environment because these findings combine a spiritual understanding of nature. Trying to love the environment, can teach the entire community and formal education to always try to protect the environment so that this reflects devotion to God who created the universe. In the school environment school leaders must create a school culture that emphasizes the importance of environmental awareness. This can be done by holding environmental campaigns, seminars, and activities that involve the entire school community. As teachers, it is necessary to integrate eco-spiritual values into their teaching by explaining how religious teachings can contribute to environmental conservation. Teachers must be role models for students by implementing environmentally friendly behavior in everyday life, as well as demonstrating a commitment to sustainability.

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