

# THE RELATIONSHIP BETWEEN THE ROLE OF ISLAMIC LEADER SCHOOL (ILS) AND IMPLEMENTATION OF THE ECO-PESANTREN PROGRAM

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## Abstract

Islamic boarding schools are one of the important elements in supporting environmental conservation because Islamic boarding schools are one of the religious institutions that emphasize cleanliness related to one's faith, meaning that a clean environment is part of one's faith. This study aims to determine the level of relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City. The research was conducted at the Tasikmalaya City ILS Islamic boarding School, which obtained a sample of 46 people with a sampling technique, namely proportionate stratified random sampling. Data analysis using quantitative descriptive analysis. Meanwhile, the relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program uses the Spearman Rank correlation test. The results showed that the relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the Tasikmalaya City ILS Islamic boarding School had a positive (unidirectional) relationship of  $r_s = 0.899$  including a very strong relationship level. This means that the better the role given by Islamic boarding schools in the development of the Eco-Pesantren program, the more the implementation of the Eco-Pesantren program will increase. This shows a very close relationship from the strong contribution of the Tasikmalaya City ILS Islamic boarding School to the implementation of the Eco-Pesantren program.

**Keywords:** Relationship, Islamic Leader, Islamic School, Eco-Pesantren

## INTRODUCTION

Islamic boarding Schools have an important and strategic role in efforts to protect and manage the living context. This can be seen from several things behind it. First, Pondok Pesantren is the oldest educational institution in Indonesia whose existence is very deeply rooted and influential in the community.[1] Pondok Pesantren is an educational institution for the younger generation that combines ethics, morals and religion, so that it plays a role in producing a young generation with noble character. If you become a government official or political official in the future, it is hoped that it will provide environmental nuances that bring peace and prosperity to their people in a sustainable manner, without prejudice to the rights of future generations.[2]

Pondok Pesantren is an educational institution that plays a very important role in study, teaching and proselytizing, thus it is hoped that in its various activities and proselytizing can invite the community to have environmentally friendly behavior and treat the environment in accordance with the guidance of the Qur'an and the Hadith of the Prophet.[3]

The environmental preservation and maintenance program initiated by the Islamic boarding school became known as the Eco-Pesantren program.[4] The concept of Eco-Pesantren comes from two words, namely eco taken from the word ecology which is a terminology that is closely related to the environment and Pesantren as a commonly understood definition as a typical Indonesian educational institution that teaches Islamic sciences. Thus, Eco-Pesantren means an Islam educational institution that has concern for activities that are responsive to the environment.[5]

Pondok Pesantren doesnot only provide religious education but currently environmental education is also a very important education for students and it is the responsibility of all humans as caliphs on this earth to maintain and care for this earth in the form of discipline norms and teachings in nature management.[6] Environmental sustainability is an aspect of human life that is the key to well-being. The stability of life requires balance and sustainability in all fields, both material and related to the soul, reason, emotions, passions and feelings of man. Islam demands balance in that regard, which balance is often called al-tawasuth or al-i'tidal. In turn, the students know themselves as social beings who in their lives cannot be separated from the relationship with others and nature. Like everyone else and nature, they cannot be separated from their interconnectedness in various social contexts, where they mean having responsibility for whatever they do, towards themselves and Allah Almighty.[7]

The involvement of Islamic boarding schools gives students an understanding of the impact of the environment in a worldly and ukhrawi manner, is a real role and participation in environmental development. Some of the problems faced now are the problem of environmental damage, where even in Islamic teachings environmental problems also receive serious attention. Environmental issues should be an important concern for all humans as caliphs on this earth because the environment is a place of life (humans and nature).[8]

Environmental maintenance is not just aesthetics (beauty) but rather the implementation of the purpose of enacting Islamic values. Yusuf Qardhawi explained that environmental maintenance is included in the purpose of enforcing religious sharia as Imam Al-yatibi's conception relates to the implementation of Islamic law (Qardhawi, 2001).[9]

Tucker and Grim (2003) say that religion has five basic recipes for saving the environment: (1) References or beliefs that can be derived from texts (scriptures) and beliefs that humanity believes in. (2) Respect, appreciation to all living beings taught by religion as creatures of God. (3) Restrain, the ability to manage and control something so that its use is not redundant. (4) Redistribution, the ability to spread wealth, joy, and togetherness through generous steps, such as zakat and infak. (5) Responsibility, a responsible attitude in caring for environmental and natural conditions.[10]

This opinion is in line with the concept of Eco-Pesantren. Therefore, through this Eco-Pesantren program, it is hoped that in addition to being able to arouse the awareness of Muslims to better understand and care about their environmental conditions, and is also expected to be able to conduct a comprehensive excavation and study of Islamic concepts related to the environment and their implementation. With this form of effort, it will make Islamic boarding schools as a center for environmental learning for the community.[11]

Based on environmental problems in the Islamic boarding school environment, researchers made observations at the Islamic Leader School (ILS) Islamic Leader School (ILS) in Tasikmalaya City, where researchers obtained observation data while in the field, namely in the environment at the Tasikmalaya City ILS Islamic boarding School, clean living began to be taught and applied from the Pesantren community itself, especially teachers (ustadz) in their position as educators. As the expression of the teacher means to be bullied and imitated. How will students imitate their teachers, if teachers throw garbage in any place or smoke and throw their butts anywhere, then to create a clean environment in a boarding school environment, it must start with the teacher as an educator. In addition to example, several more specific regulations are also applied to be obeyed together in Pesantren.

The forms of these activities are: (1) the existence of rules for students and teachers to maintain the cleanliness of the Pesantren environment. The form of its own activities, namely Pesantren, is to make rules of conduct whose content is that all residents who live in Pesantren are obliged to implement and maintain a clean and healthy environment. (2) There is a form of activity called environmental picket and picket schedule. The "environmental picket" activity according to the head of the hygiene and health sector of the Tasikmalaya City ILS Islamic boarding School interviewed by researchers on June 10, 2021, explained that it is an activity that is carried out every day, where students are assigned to carry out activities to clean the Pesantren environment in every morning and evening and collective environmental cleaning activities, meaning that once a week all Pesantren residents are required to follow devotional work in order to clean up the surrounding environment. This environmental picket activity itself is an activity to clean the environment around the Pesantren to be clean and comfortable, in addition to always watering the plants in the Pesantren yard to keep it beautiful and beautiful. (3) Application of sanctions for students who do not implement and support the creation of a clean and healthy school environment.[12] Behaviors that show local wisdom are also shown by students in the cottage environment, namely by maintaining the environment around the Pesantren by arranging gardening, carrying out community service activities to clean the environment, both in the form of pickets, and weekly service work programs.

One of the roles of the Tasikmalaya City ILS Islamic boarding School in overcoming environmental damage is to hold an Eco-Pesantren, namely by conducting waste management obtained from waste banks in the Islamic boarding school environment. This program is running thanks to the collaboration of Islamic boarding schools with the Tasikmalaya City Environment Agency. In this program, the Tasikmalaya City Environmental Agency provides various counseling and training to manage the waste collected in Islamic boarding schools by making efforts to recycle and utilize non-organic waste. As for waste in organic form, it is

processed into organic fertilizer which can then be used for fertilization in the avocado plantation area owned by the Tasikmalaya City ILS Islamic boarding School. The essence of this Eco-Pesantren program is to provide understanding and awareness to students to maintain environmental cleanliness which is part of environmental conservation. This means that if the environment is kept clean, the overall environment will have a balance and can be preserved automatically.

However, in the initial observation, researchers found problems in that the Eco-Pesantren program implemented by the Tasikmalaya City ILS Islamic boarding School was not optimal. Where in the implementation of the coaching and counseling schedule to students cannot be applied with a systematic and well-arranged schedule. This is because it does have to adjust to the schedule of the Tasikmalaya City Environment Agency, which of course cannot be predicted in time. Meanwhile, from the Islamic boarding school itself, the caregivers who focus on guidance and the pattern of implementing the Eco-Pesantren [13] program do not yet exist, so the Pesantren has a little problem related to the program of counseling and guidance to students. In addition, the positive impact of this program has not been fully touched on all students.[14] This means that not all students understand the importance of a clean, well-organized and tidy living environment and the importance of also keeping the environment alive and sustainable. Because researchers in observation still found some students who littered which then resulted in the environment of the Islamic boarding school being a little less clean.[15] The concern to throw garbage in its place has not been fully realized by some students in Islamic boarding schools.

## **METHOD RESEARCH**

The research method used is the survey method. This research is descriptive using a quantitative approach. According to Sugiyono that quantitative research methods are research methods based on the philosophy of positivism.[16] This method is used to examine a specific population or sample, where the data collection uses statistical research and data analysis tools to test predetermined hypotheses. While descriptive is a method that serves to describe or provide an overview of the object of study through data or samples collected as they are, without the need to analyze and draw generally accepted conclusions.

### **Role of Islamic boarding Schools in the Eco-Pesantren Program at ILS Tasikmalaya City**

The role of Islamic boarding schools in the Eco-Pesantren [17] program, the Tasikmalaya City ILS Islamic boarding School is one of the Islamic boarding schools that is consistent and has a commitment to support the Eco-Pesantren program that has been launched by the government. This can be seen from the field data obtained by the researchers that based on the results of interviews conducted by researchers, it is concluded that several aspects of education in Islamic boarding schools developed concern and integrate with the Eco-Pesantren program. [18]

Tasikmalaya City ILS Islamic boarding School broadly incorporates elements of environmental maintenance in the curriculum concept developed as part of student education. The vision and mission built by the Islamic boarding school shows a strong relationship

between Islamic boarding school education and environmental concerns. This is very natural, because remembering that Islamic boarding schools have a fairly large and ideal area where a complete community population gathers, ranging from students, caregivers, teachers and also the environment they occupy.[19] Realizing this, the Tasikmalaya City ILS Islamic boarding School made a vision and implemented an educational mission based on environmental concerns.

The students at the Tasikmalaya City ILS Islamic boarding School are taught to understand the importance of the environment through the concept of education and curriculum about the environment combined in learning. After all, only Islam has the concept that cleanliness is part of the Faith. This means that a Muslim, especially a student who studies Islam every day, must be a person who also has concern for the cleanliness of his environment and this indicates the level of faith of a Muslim, namely caring for the environment.[20] The students at the Tasikmalaya City ILS Islamic boarding School are given a strong emphasis on environmental concern by teaching students how to clean and care for a healthy environment and even involve them in the greening program which is part of the Eco-Pesantren program.[21] In the afforestation program, students are involved in cultivating and creating tree nurseries, especially in this case avocado trees. This shows that the curriculum developed is closely related to the environment.

The curriculum that is integrated with the Eco-Pesantren program is an advantage at the ILS Islamic boarding School in Tasikmalaya City, so that if you pay attention to this and the relationship between the roles of Islamic boarding schools in the Eco-Pesantren program, many are manifested in the curriculum concept:

#### **a. Policy Development of Environmentally Friendly Islamic boarding Schools**

The development of environmentally friendly policies at the ILS Islamic boarding School in Tasikmalaya City can be clearly seen in the vision and mission of an environmentally friendly Islamic boarding school, fostering environmental learning, increasing the capacity of human resources (HR) of Islamic boarding schools in the environmental sector, efforts to save natural resources (SDA), supporting the realization of Islamic boarding schools that clean and healthy, allocation and use of funds for activities related to the environment.[22]

This has been formulated in the education program and curriculum at the Tasikmalaya City ILS Islamic boarding School.

#### **b. Islamic -Based Environmental Curriculum Development**

The delivery of environmental materials to students can be done through an integrated and integrated curriculum, or separate subjects. Varied learning models and learning methods are carried out to provide students with an understanding of the living environment associated with daily routines.

The development of an environmental-based curriculum can be achieved by the following: development of an integrated learning model, excavation and development of materials about the environment in the community, development of Islamic environment-based learning

methods, development of curricular activities to increase students' knowledge and awareness of the environment, experience of Islamic teachings about the environment in Eco-Pesantren activities.

### **c. Development of Extra-Curricular Activities Based on Tadabbur Alam**

To realize an environmentally friendly Islamic boarding school, residents of the Islamic boarding school need to be involved in various environmental learning activities. Islamic boarding schools also need to involve the surrounding community in carrying out various extra-curricular activities at Islamic boarding schools, including: holding nature tadabbur activities, playing an active role in environmental action activities carried out by various parties, building networks and partnerships with related institutions, initiating the development of environmental education in Islamic boarding schools.

### **d. Development and Management of Supporting Facilities and Infrastructure for Islamic boarding Schools**

In order to realize Eco-Pesantren, it is necessary to support facilities and infrastructure that reflect environmental management efforts, including: development of supporting facilities for Islamic boarding schools for environmental education, improving the quality of environmental management inside and outside Islamic boarding schools, saving natural resources (electricity, water, paper), improving the quality of halal and healthy eating services, developing waste management systems, land use with environmentally friendly activities, clean and healthy sanitation and MCK management, environmentally friendly physical development design.

Likewise, the results of the data analysis carried out by the researchers showed that the level of role of the Tasikmalaya City ILS Islamic boarding School in the Eco-Pesantren program showed a fairly good role where based on the results of the questionnaire given to all respondents as many as 64 people consisting of leaders, administrators, caregivers, teachers and students, where the results of the questionnaire score has an average score of 2.5 with a fairly good category. This means that the role of Islamic boarding schools in developing Eco-Pesantren programs is quite good.

Based on this explanation, the researcher concluded that the role of the Tasikmalaya City ILS Islamic boarding School in the Eco-Pesantren program was carried out quite well which was integrated in the form of:

- a) Education that can be seen from the curriculum, materials and learning methods related to the environment.
- b) The science developed is inseparable from the concept of eco-pesantren, especially in terms of environmental management science in the Islamic boarding school area.
- c) Environmental training for students who are programmed is integrated with the curriculum used in learning.

Furthermore, the results of the data presentation were recapitulated to determine the role of the Tasikmalaya City ILS Islamic boarding School in the Eco-Pesantren program as follows:

**Table 4. 1 Recapitulation of Questionnaire Answers on the Role of Islamic boarding Schools in the Eco-Pesantren Program at the ILS Islamic boarding School in Tasikmalaya City**

	N	Minimum	Maximum	Mean
P1	46	1.00	3.00	2.7174
P2	46	1.00	3.00	2.4348
P3	46	1.00	3.00	2.5217
P4	46	1.00	3.00	2.5000
P5	46	1.00	3.00	2.5217
P6	46	1.00	3.00	2.4565
P7	46	1.00	3.00	2.5652
P8	46	1.00	3.00	2.6304
P9	46	1.00	3.00	2.3696
P10	46	1.00	3.00	2.6522
P11	46	1.00	3.00	2.6957
P12	46	1.00	3.00	2.5000
P13	46	1.00	3.00	2.5217
P14	46	1.00	3.00	2.4565
P15	46	1.00	3.00	2.6739
P16	46	1.00	3.00	2.4565
P17	46	1.00	3.00	2.5870
P18	46	2.00	3.00	2.6522
P19	46	1.00	3.00	2.3913
Total	46	38.00	57.00	48.3043
Average				2.5423

Based on the calculations in table 4.23 above, it can be seen that the role of the Tasikmalaya City ILS Islamic boarding School in the Eco-Pesantren Program has an average respondent score of 2.5 with a fairly good category. Meanwhile, the highest average score is on point number 1 about the Tasikmalaya City ILS Islamic boarding School implementing the vision and mission of being environmentally friendly in its education. This indicates that the overall vision and mission of environmentally friendly in the Eco-Pesantren program implemented by the Tasikmalaya City ILS Islamic boarding School is highly considered by the management and is the main emphasis in the implementation of the sister and program.

Pondok Pesantren ILS Tasikmalaya City instills an environmentally friendly vision and mission to the students which is then packaged in the concept of Islamic curricula and becomes part of theoretical and practical learning in the Islamic boarding school environment. While the lowest point is at number 9 about the Tasikmalaya City ILS Islamic boarding School, emphasizing to students to create a healthy and clean Islamic boarding school environment. The technical emphasis on realizing a healthy and clean Pesantren environment is indeed not optimal in this case, although indeed at the technical level, supporting components have been made, namely hygiene schedules and trainings on clean environments for students, but what is not optimal is the role of caregivers to always remind them that it has not gone as expected,

however, overall, the concept of Eco-Pesantren [23] has become part of the education and life system in the Tasikmalaya City ILS Islamic boarding School. So based on these data, it can be concluded that the role of the Tasikmalaya City ILS Islamic boarding School in the Eco-Pesantren program is quite good.

### **Implementation of Eco-Pesantren Program at ILS Islamic boarding School Tasikmalaya City**

The main objective of the Eco-Pesantren program is to provide awareness to students of the importance of keeping the environment more alive and maintained cleanliness which has implications for the health of the ecosystem in Islamic boarding schools. Concern is an aspect that is the goal of all programs developed in Eco-Pesantren, namely concern for everything related to the environment.

Concern for the environment is an attitude or internal ability to take action towards everything that is around us, being able to choose decisively among several possibilities. According to Winkel (2006) that taking a stand, persisting in a certain attitude or changing attitudes, all play an important role in human life and are a source of mental energy.[24]

Efforts to grow and increase concern for the environment require the role of information and awareness. After the process of providing information, what is needed is to change a positive attitude towards increasing environmental concern. If an attitude has been formed, it will give rise to appropriate actions and support efforts to increase environmental awareness. The development of environmental awareness requires the cultivation of environmental awareness values, which should be instilled from an early age.[25]

So that it will shape the child's behavior as well as be able to create further curiosity in the child. Caring requires a willingness to pay active attention and participation in an activity in the form of environmental management. Awareness of the importance and need for environmental management arising from education, training, awarding, stimulation, encouragement, lighting, and information that is constantly provided, thus it is hoped that it will foster concern for the environment and play an active role in carrying out activities to preserve the surrounding environment.[26]

An environmentally friendly educational model to form the concern of Muslims to play an active role in maintaining and overcoming environmental damage can be realized in Islamic - based educational institutions such as Islamic boarding schools with the concept of Eco-Pesantren. The Eco-Pesantren-based environmental conservation model seeks to grow and build awareness of the Islamic boarding school community in managing the environment by prioritizing rules related to Islamic law.

According to Swahananda (2000) that the Eco-Pesantren program is expected to raise awareness of Muslims to better understand and care about environmental conditions and be able to conduct a comprehensive excavation and study of Islamic concepts related to the environment and its implementation and revitalization.[27]



The principles of environmental education can be implemented in the Eco-Pesantren program in line with the norms of Pesantren regarding benefit, togetherness, participation, honesty, and environmental sustainability. The Eco-Pesantren program is expected to be the concept of environmental education in Islamic boarding schools to foster awareness and conception of the perspective of love and care for environmental sustainability in the midst of society.[28]

Through Eco-Pesantren-based environmental education programs, it is able to make Islamic boarding schools as environmentally friendly based educational institutions. This program is an action to involve Muslim intellectuals and the community around the Islamic boarding school to participate in being responsible for making an environmentally friendly life a reality. This concrete action can be taken through several systematic and strategic activity programs such as improving environmentally friendly lifestyles, developing health and environmental units, environmentally friendly Islamic boarding school curriculum and through real actions in waste management, clean water, sanitation and MCK, which can be used as a pilot and learning for the surrounding community.[29]

Meanwhile, in the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City, several things are identically applied, namely as follows:

#### **a. Greening**

Realizing the importance of greening as a form of environmental concern, the Tasikmalaya City ILS Islamic boarding School initiated an Eco-Pesantren program, one of which is by implementing greening in the dormitory area or Islamic boarding school campus. This greening program is based on the understanding that in addition to beauty, students also need comfort in learning and that comfort will be present if the environment is beautiful and green. Greening is carried out by involving all students to prepare tree lips that will be planted in the Islamic boarding school environment. Widely cultivated tree seedlings are avocado trees with superior variance and large in size.

The tree nursery process at the Tasikmalaya City ILS Islamic boarding School is guided by experts who do have competence in terms of agriculture. For this reason, the Islamic boarding schools have long ago recruited various campuses in Tasikmalaya City for human resources that do have the required capacity. Their task is to guide the students to carry out the process of breeding trees that will be planted in the Islamic boarding school environment.

This greening program is not limited to the dormitory environment of the Tasikmalaya City ILS Islamic boarding School, but furthermore, this greening program is also pursued on vacant land owned by Islamic boarding schools which is then concentrated in the form of plantations. So based on observations and field findings, researchers saw firsthand the avocado plantations managed by Islamic boarding schools. So the function of the afforestation program implemented not only provides comfort and a beautiful environment, but furthermore can be productive in agriculture and plantations with the existence of a fairly extensive avocado plantation.

## **b. Waste Management**

Waste processing at the Tasikmalaya City ILS Islamic boarding School involves various elements, namely students, caregivers, schools and the Tasikmalaya City Environment Department. The students are involved in maintaining cleanliness and disposing of garbage in the space provided. In addition, there is a Waste Bank program implemented by students. This Waste Bank serves to hoard and collect waste in certain places that have been provided by Islamic boarding schools which will then be grouped according to their types, namely organic and unorganic waste. Likewise, caregivers and teachers take part in encouraging and educating students on the importance of managing waste appropriately and maintaining environmental cleanliness which is widely instilled in day activities and classroom learning.

Meanwhile, the Tasikmalaya City ILS Islamic boarding School is building cooperation with the Tasikmalaya City Environmental Agency in an effort to process waste in the form of guidance and counseling to students as well as providing training on how to recycle waste that has been separated. Organic waste is made in various forms such as compost or organic fertilizer. Here the Tasikmalaya City Environmental Agency provides training to students on how to make compost or organic fertilizer. Meanwhile, unorganic waste that is difficult to melt or decompose by the soil, the Tasikmalaya City Environmental Agency provides skills training in the form of making various media from plastic materials and so on. So that every waste produced by students can be used and make the environment of Islamic boarding schools clean and healthy.

## **c. Fertilizer Making**

The avocado plantation owned by the Tasikmalaya City ILS Islamic boarding School is a form of productive business for Islamic boarding schools and at the same time the Eco-Pesantren program launched. Likewise, the planting of trees for greening in the Islamic boarding school environment is an important part of the program carried out. Therefore, the existence of fertilizers for greening and plantations in Islamic boarding schools is very important and very urgent. Reflecting on this, the Islamic boarding school asked for help from the Tasikmalaya City Environmental Agency to provide training related to making fertilizer naturally or organically. This is inseparable from the Waste Bank program that has been implemented, meaning that fertilizer making is closely related to the waste bank.

Students at the Tasikmalaya City ILS Islamic boarding School are specially trained to make cage and organic puput. Manure comes from animal manure obtained by collecting from the community and also from their own pens which based on observations turns out that Islamic boarding schools have sheep farms. Meanwhile, organic fertilizer is obtained from organic waste that has been separated from unorganic waste. This organic fertilizer functions as a soil fertilizer and at the same time a planting medium for tree seedlings that have been prepared by the Islamic boarding school. In the future, organic fertilizer made by Islamic boarding schools can also be used as a new business unit, but for the time being it is still on the scale of internal use, namely to fertilize the soil and plants that have been planted both in the dormitory environment and in avocado plantations owned by Islamic boarding schools.

Based on this description, it can be understood that the implementation of the Eco-Pesantren program at the Tasikmalaya City ILS Islamic boarding School is broadly implemented quite well. This is also in line with the results of data analysis conducted by researchers on the results of the questionnaire scores that have been distributed to 64 respondents, where the average score of the questionnaire score is 2.5 with a fairly good category. This means that the implementation of the Eco-Pesantren program has been running based on the expectations desired by the management based on the question indicators given to 64 respondents consisting of leaders, caregivers, teachers, administrators and students from the Tasikmalaya City ILS Islamic boarding School.

Furthermore, the results of the data presentation were recapitulated to find out the implementation of the Eco-Pesantren program at the Tasikmalaya City ILS Islamic boarding School as follows:

**Table 4. 2 Recapitulation of Answers to the Questionnaire for the Implementation of the Eco-Pesantren Program at the ILS Islamic boarding School in Tasikmalaya City**

	N	Minimum	Maximum	Mean
P1	46	1.00	3.00	2.7174
P2	46	1.00	3.00	2.4348
P3	46	1.00	3.00	2.5217
P4	46	1.00	3.00	2.5000
P5	46	1.00	3.00	2.5217
P6	46	1.00	3.00	2.4565
P7	46	1.00	3.00	2.5652
P8	46	1.00	3.00	2.6304
P9	46	1.00	3.00	2.3696
Total	46	18.00	27.00	22.7174
Average				2.5242

Based on the calculations in table 4.33 above, it can be seen that the implementation of the Eco-Pesantren Program at the ILS Islamic boarding School in Tasikmalaya City has an average respondent score of 2.5 with a fairly good category. While the highest score is at point 1, which is about the Tasikmalaya City ILS Islamic boarding School, involving students who create tree nurseries for greening. This means that in the implementation of the Eco-Pesantren program, the biggest thing that the program focuses on is the greening aspect by creating tree nurseries that will be planted in the Islamic boarding school environment and on land that has been provided.

The afforestation program as part of the implementation of the Eco-Pesantren program occupies its own attention, in addition to indeed to green the environment, tree nurseries, especially in this case, are avocado trees that are planted specifically in the camping land of Islamic boarding schools as a step to empower land productively which will be beneficial for the economic needs of Islamic boarding schools and students. While the lowest score was point number 9 about the Tasikmalaya City ILS Islamic boarding School making organic fertilizer by involving the help of students.

Technically, in terms of making organic fertilizer, the students are involved, but in this case it has not run optimally due to the inadequate ability of the students to focus on the aspects of making organic fertilizer, in addition to the role of caregivers who have not been seen with a high intensity scale in escorting and guiding the students to make organic fertilizer for the benefit of greening and planting avocado trees on plantation land owned by pesantren. Therefore, technically in this case, the Islamic boarding school involves more other elements, namely from the local government in training students to make organic fertilizer. Based on these data, it can be concluded that the implementation of the Eco-Pesantren program implemented in the Islamic boarding school environment is quite good.

### **Relationship between the Role of Islamic boarding Schools in the Eco-Pesantren Program and the Implementation of the Aco-Pesantren Program at the ILS Islamic boarding School in Tasikmalaya City**

Spearman's Rank correlation analysis aims to determine the degree of relationship between two variables. The correlation analysis carried out in this study is a correlation analysis between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City. For more details about the results of correlation analysis in this study can be seen in the following explanation:

Before it is reaffirmed that the hypotheses proposed in this study are:

$H_a$  : There is a positive relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City.

$H_0$  : There is no positive relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City.

To test the relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program, it is assisted through the SPSS 2 5.0 for Windows program as shown in the following table:

**Table 4. 3: Analysis of Hubungan Antara Peran Pondok Pesantren with Pelaksanaan Pesantren at Pondok Pesantren ILS Tasikmalaya City**

Correlations			
		The Role of ILS in Eco Pesantren	Implementation of the Eco PESANTREN Program at ILS
The Role of ILS in Eco Pesantren	Pearson Correlation	1	.899**
	Sig. (2-tailed)		.000
	N	46	46
Implementation of the Eco PESANTREN Program at ILS	Pearson Correlation	.899**	1
	Sig. (2-tailed)	.000	
	N	46	46
**. Correlation is significant at the 0.01 level (2-tailed).			

Based on table 4.41, about the correlation between the role of Islamic boarding schools and the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City, it is known that the correlation value is 0.899 ( $r_{\text{count}} = 0.899$ ). Selanjutnya searched for the value of the table  $r$  by means of  $df = N-2$  ( $64-2=62$ ) at a significant level  $\alpha=0.05$  found the value of table  $r = 0.2461$ . The provision for testing the spearman rank correlation hypothesis is  $r_{\text{count}} > r_{\text{table}}$  ( $\alpha= 0.05$ ) the provision is accept  $H_a$  (Reject  $H_0$ ) and if  $r_{\text{calculate}} < r_{\text{table}}$  ( $\alpha= 0.05$ ) tolak  $H_a$  (Receive  $H_0$ ).

After finding the numbers  $r_{\text{count}}$  and  $r_{\text{table}}$  then compared the results, it turned out that  $r_{\text{count}}$  ( $0.899$ )  $>$   $r_{\text{table}}$  ( $0.2461$ ) and based on the provisions  $H_a$  was accepted and  $H_0$  was rejected, meaning that there was a positive relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the program Eco-Pesantren at ILS Islamic boarding School, Tasikmalaya City. The degree of relationship formed at the number  $r_s = 0.899$  consulted with the Correlation Coefficient Interpretation table is at an interval of  $0.80 - 1.000$  with very strong categories and the correlation values are positive (unidirectional).

Taking into account the correlation value resulting from the relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the ILS Islamic boarding School in Tasikmalaya City, it can be concluded that there is a very strong and unidirectional correlation (relationship) between the variables built, namely between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of Eco-Pesantren program. The strong and unidirectional relationship that is intended is, the good and high level of role of the Pesantren hut in the Eco-Pesantren program will provide a relationship or have a stronger influence on the implementation of the Eco-Pesantren program implemented in the Islamic boarding school.

Tasikmalaya City ILS Islamic boarding School in its role in building the Eco-Pesantren program is part of the motivation to provide awareness to students about the importance of paying attention to and protecting the environment. The role and motivation is manifested in the vision and mission which aims to build a healthy Islamic boarding school environment physically and mentally. The application is illustrated in the curriculum developed by Islamic boarding schools integrated with environmental education programs for students in the form of education, science and training that leads to environmental management and care.

Furthermore, through the Eco-Pesantren program launched by the Tasikmalaya City ILS Islamic Boarding School, it is carried out in tangible forms in the form of greening which is carried out to maintain environmental sustainability, waste processing to avoid the accumulation of waste that causes the environment to be unhealthy, and the manufacture of fertilizers that are part of the afforestation system and have an impact on soil fertility. Where in the system built interrelated and related and support between concepts, programs, implementation and goals to be achieved by Islamic boarding schools universally.

This condition is in line with the results of research that has been carried out by researchers where based on data analysis related to the relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program

at the Tasikmalaya City ILS Islamic Boarding School obtained from the distribution of questionnaires to 64 respondents, a value of  $r_s = 0.899$  ( $r_{\text{counted}}$ ) was found. Meanwhile, the  $r$  value of the table is known based on  $df = N - 2$  ( $64 - 2 = 62$ ) at a significant level  $\alpha = 0.05$  found the value of table  $r = 0.2461$ . Furthermore, the value of  $r_{\text{count}} (0.899) > r_{\text{table}} (0.2461)$ , where based on its provisions that  $H_a$  is accepted because  $r_{\text{count}} > r_{\text{table}}$  which means that there is a positive relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program of the ILS Islamic boarding School Tasikmalaya City.

Meanwhile, if you look at the level of the relationship, the  $r_s = 0.899$  value is at an interval of  $0.80 - 1.000$  with a very strong category and the correlation value is positive (unidirectional). This means that the role of the Tasikmalaya City ILS Islamic Boarding School in the Eco-Pesantren program has a strong relationship with the implementation of the Eco-Pesantren program. The better and higher the level of role given by the Tasikmalaya City ILS Islamic Boarding School in the Eco-Pesantren program will contribute the better to the implementation of the Eco-Pesantren program. Based on these results, the role of Islamic boarding schools in supporting the Eco-Pesantren program needs to be maintained and improved because it directly affects the success of the Eco-Pesantren program.

## CONCLUSION

The explanation of the results of this study provides several conclusions as follows:

- a) The role of Islamic boarding schools in the Eco-Pesantren program at the Tasikmalaya City ILS Islamic boarding School based on the results of data analysis shows an average questionnaire score of 2.5 which is quite good and this role is manifested in the form of education, science and training about the environment in Islamic boarding schools.
- b) The implementation of the Eco-Pesantren program at the Tasikmalaya City ILS Islamic boarding School based on the results of data analysis shows that the average questionnaire score of 2.5 is quite good and the program is carried out in the form of greening in the Islamic boarding school environment, waste processing involving all residents of Islamic boarding schools and training from the Tasikmalaya City Environmental Agency, as well as making organic fertilizer for greening and plantations in boarding school.

The relationship between the role of Islamic boarding schools in the Eco-Pesantren program and the implementation of the Eco-Pesantren program at the Tasikmalaya City ILS Islamic boarding School has a positive (unidirectional) relationship of  $r_s = 0.899$  including a very strong relationship level. This means that the better the role given by Islamic boarding schools in the development of the Eco-Pesantren program, the more the implementation of the Eco-Pesantren program will increase. This result also shows a very close relationship from the strong contribution of the Tasikmalaya City ILS Islamic Boarding School to the implementation of the Eco-Pesantren program

## SUGGESTIONS

Based on the conclusions that have been given in this study, the suggestions that need to be given are as follows:

- a) Islamic boarding schools as Islamic educational institutions that have the concept of cleanliness from the Faith should maximize their function as an institution that is part of managing the environment professionally and structured so as to produce a clean, organized and dynamic living environment that is part of the implementation of one's faith.
- b) The implementation of the Eco-Pesantren program that has been implemented in Islamic boarding schools should be improved by involving various elements of both the government and the community so that the results of the implementation of this program can be useful and have a broad positive impact on the community, especially in Tasikmalaya City. Thus, a full awareness of environmental concerns was born which was actually initiated and started from Islamic boarding schools.
- c) This research should be redeveloped and followed up to produce better and maximum research from subsequent researchers

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