



## **Instilling of Environmental Love Character Through *Tadabbur Alam* Activities to Develop Sustainable Development Goals (SDGs)**

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### **Abstract**

Instilling of environmental love character is important to be applied to early childhood through nature-based education, given the increasing environmental problems that require serious attention. One method that is expected to have a positive impact is the activity of *Tadabbur Alam*. This study aims to examine instilling of environmental love character through *Tadabbur Alam* activities in children at RA Adirasa Jumiang and its contribution to clean social awareness. This research uses a descriptive qualitative approach, where data is obtained through interviews, observations, and documentation of activities. The results showed that *Tadabbur Alam* activities succeeded in increasing children's awareness of the importance of preserving nature, as well as building a sense of social responsibility for the surrounding environment. The children involved in this activity showed a more caring attitude towards cleanliness and environmental sustainability. In addition, this activity also plays a role in strengthening clean social values, such as responsibility and cooperation. This research contributes to broadening the understanding of how nature-based education can support the character building of children who care more about the environment and society.

**Keywords:** *Environmental Love Character, Tadabbur Alam, Early Childhood, Social Awareness, Sustainable Development Goals (SDGs)*

### **Abstrak**

Penanaman karakter cinta lingkungan penting untuk diterapkan kepada anak-anak usia dini melalui pendidikan berbasis alam, mengingat semakin meningkatnya masalah lingkungan yang memerlukan perhatian serius. Salah satu metode yang diharapkan dapat memberikan dampak positif adalah kegiatan *Tadabbur Alam*. Penelitian ini bertujuan untuk mengkaji penanaman karakter cinta lingkungan melalui kegiatan *Tadabbur Alam* pada anak-anak di RA Adirasa Jumiang serta kontribusinya terhadap kesadaran sosial. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dimana data diperoleh melalui wawancara, observasi, dan dokumentasi kegiatan. Hasil penelitian menunjukkan bahwa kegiatan *tadabbur alam* berhasil meningkatkan kesadaran anak-anak tentang pentingnya menjaga kelestarian alam, serta membangun rasa tanggung jawab sosial terhadap lingkungan sekitar. Anak-anak yang terlibat dalam kegiatan ini menunjukkan sikap yang lebih peduli terhadap kebersihan dan kelestarian lingkungan. Selain itu, kegiatan ini juga berperan dalam memperkuat nilai-nilai sosial, seperti tanggung jawab dan kerja sama. Penelitian ini memberikan kontribusi dalam memperluas pemahaman tentang bagaimana pendidikan berbasis alam dapat mendukung pembentukan karakter anak-anak yang lebih peduli terhadap lingkungan dan masyarakat.

**Kata Kunci:** *Karakter Cinta Lingkungan, Tadabbur Alam, Anak Usia Dini, Kesadaran Sosial, Sustainable Development Goals (SDGs)*



## Introduction

The environment is a very important element in human life, because good environmental quality supports the welfare and sustainability of life. Unfortunately, the increasingly visible damage to nature and climate change shows how important public awareness is in maintaining and preserving the environment (UNEP, 2021). Threats to environmental sustainability are increasingly evident, which makes it necessary to make serious efforts to educate the public about the importance of love for nature (Nakashima et al, 2020).

Early character education is one of the effective strategies to instill positive values in the younger generation, including the value of loving the environment. Children who are taught to understand and appreciate nature from a young age will grow up with a high awareness of their environment (Arifah, S., & Z, 2020). Therefore, early character building has a very important role in creating a society that cares and is responsible for the surrounding nature (Handayani, S., Purnamasari, D., & Nurbani, 2021).

One method that can be applied to foster a sense of love for the environment is through nature study activities. This activity provides an opportunity for children to interact directly with nature, recognize biodiversity, and feel the direct benefits of preserving it (Sahlan, N., & Hidayat, 2021). Tadabbur Alam allows children to understand nature not only as an object, but as part of life that must be preserved (Rohmat, 2019).

Through Tadabbur Alam activities, children can better appreciate the beauty of nature while fostering a sense of responsibility for the surrounding environment (Hidayat, R., Abdillah, M., & Hasan, 2023). This activity not only teaches environmental values, but also strengthens the character in participants to act wisely and care for nature (Mariana, 2023). That way, Tadabbur Alam activities function as an educational platform that touches the emotional and intellectual aspects of children, so that they understand more about the importance of protecting nature (Sudarso, 2023).

The main hope of this nature walk is to encourage the achievement of Sustainable Development Goals (SDGs), especially those related to environmental conservation (Fahmi, M., & Hasan, 2020). Young people who already have awareness and love for the environment are expected to play an active role in realizing the SDGs, both through direct

Instilling of Environmental Love Character Through *Tadabbur Alam* Activities to Develop Sustainable Development Goals (SDGs) action and through positive influence on their social environment (Nugroho, R. P., Dewi, S., & Prasetyo, 2021). Therefore, instilling the character of environmental love through this activity is very important to build a more sustainable and environmentally friendly future (Wahyuningsih, D., & Suryanto, 2022).

Although *Tadabbur Alam* is considered an effective method to foster love for the environment, its application in the context of early childhood education has rarely been studied in depth. Many consider this method to be effective, but no research has explored the extent to which *tadabbur alam* activities can influence the development of environmental love character in children (Zulfa, A., Anwar, S., & Hidayati, 2020). Therefore, the understanding of how *Tadabbur Alam* works in shaping pro-environmental behavior in children is still very limited (Ramli, M., & Mulyani, 2022). In addition, there is no study that specifically connects *Tadabbur Alam* activities with the achievement of Sustainable Development Goals (SDGs), especially those related to environmental conservation. SDGs that focus on the environment require a holistic approach and are based on character education (Wasis, 2019).

The practice of *Tadabbur Alam* implemented in educational institutions, especially at RA Adirasa Jumiang, has also not received sufficient attention in previous studies. This activity may have been implemented in some schools or educational institutions, but no study has analyzed its implementation in detail. Research on the application of this method in local schools is minimal, so its contribution to children's environmental character development is not well understood.

Although there is an assumption that nature study activities can support the cultivation of the character of environmentalism, the direct impact of this activity on changes in children's behavior in everyday life has not been clearly identified. There is no study that systematically measures how the experience of *Tadabbur Alam* can change their habits and attitudes towards the environment. This is a gap that needs to be filled so that we can understand the extent to which the cultivation of the character of environmentalism through *Tadabbur Alam* activities in realizing the SDGs.

Overall, there is no systematic model that integrates nature study into the formal education curriculum that aims to support the achievement of the SDGs, particularly those that focus on environmental conservation. While many other methods have been implemented, there has been no attempt to build a system that incorporates these activities in a structured way into learning. Research and implementation of a more integrated model

is urgently needed to ensure that environmental education can be realized effectively and make a real impact.

Although nature study has been recognized as an effective method of fostering environmental awareness, there is limited research linking it to the achievement of the Sustainable Development Goals (SDGs). Some previous studies have highlighted the importance of character education and environmental awareness in early childhood, but have not explored how these activities can play a role in supporting sustainable development goals, especially those related to environmental conservation. Therefore, filling this gap is crucial to provide a clearer picture of the contribution of Tadabbur Alam activities in environmental education.

This study aims to identify and analyze how Tadabbur Alam activities can instill the character of environmental love, so that it is expected that there will be changes in children's behavior in preserving the environment. This activity can serve as a means to bring children closer to nature, awaken their sense of responsibility for the environment, and integrate environmental values in everyday life.

In addition, the purpose of this study is to explore in more depth the impact of Tadabbur Alam activities on changes in children's behavior at RA Adirasa Jumiang and its contribution to the achievement of SDGs. This research will fill in the gaps of existing knowledge, provide new insights, and provide a basis for curriculum development that is more integrated with sustainability principles. Thus, the results of this research are expected to be a reference for more structured and sustainable environment-based education efforts in the future.

## **Method**

This research uses a descriptive qualitative approach to explore the instilling of the character of environmental love through nature study activities. This approach was chosen because it aims to understand the phenomenon in depth and explore the meaning contained in the experience of children's activities. This research was conducted in January-February 2025 located at RA Adirasa Jumiang Pamekasan.

The research subjects consisted of children aged 5-6 years who were involved in nature study activities at RA Adirasa Jumiang. In addition, interviews were also conducted with educators and activity managers as informants who provided insights related to the implementation and impact of activities on children's character. Data were collected through

direct observation, in-depth interviews, and documentation involving records of activities carried out during the *Tadabbur Alam* program.

Data processing and analysis using the interactive model of Miles & Huberman (1994), which includes the steps of data collection, data reduction, data presentation, and verification to draw conclusions. This model allows the research to continuously adapt and develop findings based on the data that continues to be received and analyzed, and ensures that data interpretation takes place in a systematic and structured manner.

## **Result and Discussion**

### **Implementation of *Tadabbur Alam* Activity at RA Adirasa Jumiang Pamekasan**

Based on the results of observations and interviews, *Tadabbur Alam* activities implemented at RA consist of several stages:

#### **a. Preparation**

Before starting the *Tadabbur Alam* activity, the teacher provides an initial understanding to the children about the concept of nature and the importance of protecting the environment. This introduction aims to make children understand that nature has a big role in human life and must be taken care of properly. By providing a simple understanding, children can more easily connect their experiences with the surrounding environment and are more enthusiastic when participating in activities.

The teacher reads or tells stories about nature, such as stories about trees that provide oxygen or rivers that provide clean water for humans and animals. These stories can help children understand the relationship between humans and nature in a fun way. In addition, stories can also teach values of caring for the environment, such as not littering or taking good care of plants.

In addition to stories, teachers also introduce the concept of *Tadabbur Alam* by singing environmental-themed songs. These songs can help children more easily remember messages about the importance of protecting nature. For example, a song about trees and their benefits can make children better understand how important plants are in life. With a cheerful rhythm and simple lyrics, children can learn while singing, making the concepts taught easier to remember and understand.

After listening to the story and singing the song, the teacher invites the children to have a simple discussion about what they have learned. The teacher can ask, "What did

you like about the story?” or “Why should we keep the environment clean?” By asking interactive questions, children can express their understanding and share their opinions. This discussion also helps children develop critical thinking skills and foster their curiosity about nature.

To conclude the preparation session, the teacher gives an overview of the Tadabbur Alam activities that will be carried out, such as observing plants, collecting dry leaves, or cleaning the surrounding environment. The teacher also invites the children to express their expectations for the activity. By building enthusiasm from the start, children will be more eager to participate in the activities and more ready to explore and learn from nature directly.

## **b. Implementation**

Children are taken to selected outdoor areas such as school gardens, city parks, or other green areas. They are given simple tasks such as observing plants, collecting dry leaves, and cleaning up litter in the environment. children are invited to selected outdoor natural areas, such as school gardens, city parks, or other green areas. These natural environments provide a fun learning experience and support hands-on exploration. Before starting the activity, the teacher gives the children directions on what they will do and reminds them to keep clean and respect nature. Thus, children not only gain experience playing in nature, but also understand the importance of being responsible for the environment.

One of the main activities in this activity is to observe the plants around them. The teacher invites children to look at the shape, color, and size of different types of plants. Children are invited to touch the leaves, smell the flowers, and pay attention to the insects that live around the plants. This activity helps children develop curiosity and build good observation skills. The teacher also explains the benefits of plants for human life, such as trees that produce oxygen and flowers that are a source of food for bees.

In addition to observing plants, children are given the simple task of collecting dried leaves that fall to the ground. This activity is not just a game, but can also be used as a material for other creative activities, such as making collages or getting to know different shapes and textures of leaves. In this way, children learn that nature provides many things that can be used without damaging it.

Then the teacher teaches the children about environmental cleanliness. They were invited to clean up the garbage around the green area they visited. The teacher explained

that garbage that is thrown carelessly can damage the environment and interfere with the lives of other living things. By involving children in real actions such as picking up and disposing of garbage in its place, they will learn that keeping the environment clean is a shared responsibility and should be done at all times, not just when there is a special activity.

### **c. Reflection**

After the *Tadabbur Alam* activity was completed, the children were invited to sit together in a casual discussion. The teacher starts by asking simple questions such as, "What did you like most about the activity?" or "What did you find when you observed nature?" These questions help children recall their experiences as well as practice speaking and expressing skills. In addition, this discussion also provides an opportunity for children to share stories with their friends, so that they can learn from each other and enrich their understanding of nature.

For children who have begun to recognize letters and words, teachers provide simple writing activities about their experiences. They can write down what they see, feel, and learn during *Tadabbur Alam* activities. Writing helps children to better understand their experiences and strengthens memories of the importance of caring for the environment. For children who are not fluent in writing, the teacher helps them compose short sentences or asks them to recount their experiences orally. For children who prefer to express themselves visually, teachers provide an opportunity to draw their impressions during the activity. They draw trees, flowers, insects, or landscapes that they see while in the outdoors. Through drawings, children can channel their creativity while showing their understanding of the environment. Teachers ask children about the drawings they have created to help them relate their work to real experiences in the field.

After sharing their experiences, the children were invited to think about things they could do to protect the environment. The teacher asked, "What can we do to keep the environment clean and beautiful?" Children give simple answers such as throwing garbage in its place, watering plants, or not picking flowers carelessly. This activity helps children realize that every small action they take can have a positive impact on nature. Then, the teacher reiterated that protecting the environment is a shared responsibility that must be done every day, not just when there are special activities. Teachers give small challenges to children, such as inviting them to practice one habit either in maintaining the environment

at home or at school. In this way, the experience of *tadabbur* nature is not only a one-time activity, but also instills positive habits that continue in the daily lives of children.

### **The Impact of *Tadabbur Alam* Activities on Children's Environmental Love Character**

The results of the study show that *Tadabbur Alam* activities have a positive impact on the development of environmental love character in children, which can be seen from the following indicators:

#### **a. Environmental Awareness**

Through various activities carried out, children begin to understand that maintaining environmental cleanliness is a shared responsibility. They realize that garbage that is thrown carelessly can damage nature and endanger other living things. With the guidance of teachers, children learn to dispose of garbage in its place, take care of plants, and not damage the surrounding environment. This understanding grows naturally through direct experience, such as when they see dry leaves that can be collected for compost or when they realize that trees provide great benefits to life.

In addition to understanding the importance of maintaining cleanliness, children also began to show an attitude of caring for nature in their daily lives. They are more careful when playing so as not to damage the plants, and start to remind their friends not to litter. Some children even began to invite their families to participate in maintaining the cleanliness of the environment at home or in public places. This caring attitude shows that children not only understand the concept of taking care of the environment, but also begin to apply it in real actions, which will become good habits until they grow up.

#### **b. Eco-Friendly Behavior**

Children begin to show environmentally friendly behaviors in daily activities, such as throwing garbage in its place without having to be reminded by teachers or parents. They also understand that waste must be separated according to its type so that it can be recycled more easily. In addition, children are increasingly concerned about the plants around them. Not only do they water the plants regularly, but they also begin to understand that plants need water and good care to keep them growing healthy. With this simple action, children learn that taking care of the environment can start with small things that are done every day.

In addition to throwing garbage and caring for plants, children are also starting to reduce the use of plastic in their daily lives. They prefer to use reusable drinking bottles and lunch boxes instead of single-use plastic. When shopping with parents, some children are

getting used to carrying cloth bags to reduce the use of plastic bags. These small habits show that children not only understand the concept of protecting the environment, but also begin to apply it in real actions. With continuous guidance, these eco-friendly behaviors will further develop and become part of their lifestyle into adulthood.

### **c. Social Care**

Children who have understood the importance of protecting the environment begin to show social concern by inviting their friends to participate in environmentally friendly behavior. When they see a friend who throws garbage carelessly, they don't hesitate to remind in a good way. They also cooperate with each other when cleaning classrooms, school yards, or playgrounds, so keeping the environment clean becomes a fun habit. Through this interaction, children learn that protecting the environment is not only an individual responsibility, but also a shared task that must be carried out with mutual cooperation.

In addition to inviting their friends, children also began to involve their families in an effort to maintain the cleanliness of the environment. They tell parents about the importance of sorting waste, saving water, or reducing the use of single-use plastics. Some children even invite their families to bring their own shopping bags or use reusable food containers. With high spirits, they become agents of small changes that transmit habits both at home and in the surrounding environment. This attitude shows that children not only learn from theory, but also apply the values of social care in daily life.

The teacher confirmed that there was a positive change in the child's habits after participating in the *Tadabbur Alam* activity. Children become more careful when using paper, for example by using both sides of the paper before throwing it away or using scrap paper to draw. They are also more conscious in using water, such as not leaving the tap open for too long when washing hands or watering plants with leftover water that is still suitable for use. These small changes show that children are increasingly understanding the concept of sustainability and are beginning to apply it in their daily lives, even in simple things.

In addition, children also show greater enthusiasm for nature-related activities. They prefer to play outdoors, explore the park, or simply observe the insects and plants around them. While at school, they seem more excited when invited to garden or do simple experiments involving the natural elements. This shows that direct experience in nature has fostered children's love and concern for the environment, which is expected to continue to develop as they age.

*Tadabbur Alam* as a method that has a significant impact on instilling of environmental love character. Early childhood learns by experiencing it directly, so that interaction with nature helps them understand the relationship between humans and the environment more deeply (Suyadi, 2020). This method is in line with Piaget's theory of constructivism which states that children learn through concrete experiences.

The results of this study are also in line with the theory of character education which states that direct experience through interaction with nature can foster moral values and environmental ethics in early childhood (Lickona, 2013). *Tadabbur* nature as an experiential approach provides an opportunity for children to develop the skills of observation, reflection, and appreciation for the beauty of God's creation, which is in harmony with the principles of Islamic education (Suyadi, 2021).

*Tadabbur Alam* activities in Kindergartens (TK) are closely related to the goals of the Sustainable Development Goals (SDGs). This activity is not just an environmental exploration, but also a means of holistic learning that supports several aspects of sustainable development. Through this activity, children not only gain meaningful learning experiences, but also understand the importance of protecting the environment and the preservation of the surrounding ecosystem.

One of the goals of the SDGs that can be achieved through *Tadabbur Alam* is Quality Education. Quality education is one of the key goals in the SDGs which aims to ensure every child has a meaningful and holistic learning experience. In *Tadabbur Alam* activities, children not only learn about the environment in theory, but also experience firsthand how to interact with nature. They can observe firsthand how plants grow, how insects play a role in ecosystems, and how humans can maintain the balance of nature. With this method, learning becomes more interesting, fun, and in accordance with the characteristics of early childhood who tend to learn through real experience. According to Santrock (2021), Early childhood learns through hands-on experience that involves interaction with the surrounding environment. *Tadabbur Alam* allows children to develop cognitive, motor, and social skills through hands-on exploration of nature. This experiential learning has a positive impact on children's development, especially in understanding basic concepts of science, environmental literacy, and building their curiosity and creativity.

In addition, this activity also contributes to the Handling of Climate Change. Climate change is one of the increasingly worrying global issues, and education from an early age is a strategic step to build awareness of the importance of protecting the environment.

Through *Tadabbur Alam* activities, children are invited to understand how human actions can have an impact on nature, both positively and negatively. For example, when they are taught not to litter or plant trees, they understand that small actions can make a big contribution to maintaining the balance of the environment. This awareness is expected to continue to develop until they mature and become environmentally responsible individuals.

According to Tilbury, environmental education from an early age has an important role in shaping children's awareness of environmental issues, including climate change (Tilbury, 2016). Through *Tadabbur Alam* children can be taught about the importance of keeping the environment clean, reducing plastic use, and understanding the natural cycles that occur around them. This experience helps build an attitude of caring for the environment that can continue until they grow up. Environmental awareness must be instilled from an early age so that children grow up to be individuals who care about the preservation of the earth.

Furthermore, *Tadabbur Alam* activities also support the goals of the Terrestrial Ecosystem. *Tadabbur Alam* also plays a role in instilling concern for terrestrial ecosystems, which include flora and fauna. Children are introduced to different types of plants and animals, as well as taught about the importance of preserving their natural habitat. When children see how trees provide shelter for birds or how flowers attract bees to help pollinate, they begin to understand that every living thing has an important role in the ecosystem. This can build an attitude of caring and respecting nature, which is the foundation in creating a generation that is more responsible for environmental sustainability.

As explained by Wilson, children's interaction with nature from an early age can foster a sense of empathy for other living things (Wilson, 2018). By introducing children to the diversity of flora and fauna, they will better understand the importance of preserving the ecosystem. Activities such as planting trees, observing insects, or feeding animals in the surrounding environment can be the first step in building ecological awareness in children.

Thus, *Tadabbur Alam* is not only a recreational activity, but also has strong educational value in supporting sustainable development goals. The habit of protecting the environment from an early age will form a generation that is more aware of the importance of sustainability and environmental sustainability in the future (Wahyudi, 2021). Therefore, it is important for educators to design *Tadabbur Alam* activities that use an active learning approach so that the benefits are maximized. By introducing children to the beauty and

diversity of nature, they will grow up to be highly environmentally conscious individuals and able to contribute to the preservation of the earth in the future.

## Conclusion

Instilling of environmental love character through *Tadabbur Alam* activities is very important to form children's awareness from an early age in protecting and appreciating nature. By inviting children to observe, feel, and reflect on the beauty and benefits of nature, they can better understand the importance of maintaining the cleanliness, sustainability, and balance of the environment. This activity not only provides a pleasant hands-on experience, but also instills of environmental love character, including environmental awareness, environmentally friendly behavior, and social concern. Thus, *Tadabbur Alam* contributes to realizing the goals of the Sustainable Development Goals (SDGs), especially in the aspects of quality education and a sustainable environment. Through the right methods, such as nature exploration, discussion and the practice of protecting the environment, the character of love for the environment can be instilled in children from an early age. This will form a generation that cares more about the earth and is responsible for preserving it.

## Suggestion

For teachers and managers RA, *Tadabbur Alam* activities can be made into a routine program, for example once a month, so that children are more accustomed to recognizing, loving, and protecting the surrounding environment. This activity can also be combined with simple such as picking up trash, planting plants, or making crafts from used items. Therefore, in the future, a more systematic nature-based character learning model can be developed and can be widely applied in various PAUD units. For further researchers, it is recommended to conduct research in other PAUD institutions with different backgrounds, so that it can be known whether this nature *Tadabbur Alam* is effective in various contexts. In addition, the research could also expand the character aspects studied, not only love for the environment, but also such as responsibility, cooperation, and curiosity.

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