



SDGs-Based Environmental Education at TPQ At Thariq, Bone Bolango Regency

Irwan Wunarlan ^{1,*}, Muhamad Rifki Botutihe ²

¹ Universitas Negeri Gorontalo

² Politeknik Kebangsaan Gorontalo

 irwan.wunarlan@ung.ac.id

ARTICLE INFO

Article history

Received : 6-5-2025

Revised : 29-5-2025

Accepted : 30-5-2025

Keywords

environmental education;
SDGs; TPQ; children;
community service

ABSTRACT

This community engagement activity aimed to educate children at TPQ At Thariq, Bone Bolango Regency, about the importance of environmental preservation through an approach grounded in the values of the Sustainable Development Goals (SDGs) and aligned with Islamic teachings. The activity was held on Thursday, May 1, 2025, and attended by 17 students. The materials were delivered interactively using storytelling, light discussions, and simple visual media appropriate for children's comprehension levels. The community faced the challenge of limited environmental awareness among young learners. The implemented solution was a contextual and value-based education method that bridges environmental knowledge with religious values. The outcome of the activity revealed high enthusiasm among the participants, who successfully understood key messages such as water conservation, cleanliness, and love for living beings. This context-based approach proved effective in fostering early environmental awareness. It is expected that this initiative may serve as an inspirational model for other TPQs in promoting environmental education.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



A. INTRODUCTION

Environmental education from an early age serves as a fundamental pillar in shaping future generations who are aware of the importance of sustainability (Laily, Roidah, Nurohmah, & Damayanti, 2025). Education for Sustainable Development (ESD) must be introduced to children to foster environmental awareness and eco-friendly behavior. The environment plays a crucial role in maintaining global climate balance and ecosystem sustainability. Awareness of the need for environmental preservation encourages concrete actions to protect nature. Early education that integrates sustainability principles has proven to be an effective strategy in instilling environmental consciousness. Environmental education is key to maintaining life on Earth—not only for humans but for all living beings. Moreover, environmental preservation also serves as a preventive measure against ecosystem



degradation, recognizing humanity's dependence on ecological balance (Azmy, Fiantika, Yustitia, & Prastyo, 2023)

One effective strategy to achieve early environmental education is through informal religious-based institutions such as Tempat Pengajian Al-Qur'an (TPQ), which play a significant role in instilling values and character in children. TPQ, as institutions rooted in Islamic teachings, can contribute meaningfully to developing environmental awareness in young learners through religious values and direct practice. Sulinah et al. (2023) emphasize that TPQ is a non-formal Islamic educational institution focusing on Qur'anic literacy among children. According to Indonesia's Ministry of Religious Affairs, TPQs are community-based Islamic education centers with the Qur'an as their core learning material. Activities are conducted in environments that are clean, organized, and comfortable, reflecting the philosophical meaning of "TAMAN" (garden). These institutions aim to nurture a generation that is knowledgeable, independent, and morally upright from an early age.

The Sustainable Development Goals (SDGs), initiated by the United Nations in 2015, consist of 17 global goals designed to create a more just, inclusive, and sustainable world. Several of these goals directly relate to environmental preservation, including Goal 13 (Climate Action), Goal 14 (Life Below Water), and Goal 15 (Life on Land) (United Nations, 2015). To help achieve these goals, grassroots educational approaches—particularly through non-formal institutions like TPQs—offer great potential as vehicles for transforming sustainability values. TPQ institutions, which shape the character of Muslim children, are strategic platforms to deliver environmental messages aligned with Islamic values. Islam itself contains many ecological principles, such as prohibitions against environmental destruction (Qur'an, 7:56), encouragement of cleanliness (ṭahārah), and the mandate to protect the Earth as a divine trust (Qur'an, 2:30). Educational approaches that integrate religious values with the SDGs have been shown to increase children's understanding and participation in environmental issues (Nasution, 2020)

According to the Central Bureau of Statistics (Badan Pusat Statistik [BPS], 2023), the population of Bone Bolango Regency in mid-2023 was estimated at 172,301 people, with 86,721 males and 85,580 females. While the region has strong potential in agriculture and fisheries, it also faces environmental challenges such as deforestation and land degradation. Recognizing the vital role of education in building environmental awareness, TPQ At Thariq in Bone Bolango was selected as the location for this community engagement activity. The aim was to provide SDGs-based environmental education in a simple, communicative, and religiously contextualized manner. This activity seeks not only to impart knowledge but also to foster ecological awareness from an early age, encouraging children to grow into individuals who are responsible stewards of the Earth.

B. METHODS

The community engagement activity was carried out through three main stages: preparation, implementation, and evaluation, which took place at TPQ At Thariq, Bone Bolango Regency, on May 1, 2025. The preparation phase involved initial coordination with the administrators of the TPQ to ensure alignment in terms of schedule, location, and target participants. A field observation was conducted to identify the environmental conditions and potential challenges around the TPQ area. This included assessing the availability of open spaces suitable for outdoor educational activities. Based on the findings, thematic and child-friendly educational materials were designed, integrating Islamic values and sustainability principles drawn from the Sustainable Development Goals (SDGs). Supporting tools such as



posters, simple props, recycled materials for practical sessions, and quiz sheets were also prepared.

The implementation phase was conducted directly on-site using a participatory and enjoyable approach tailored for young children. The program began with an interactive educational session featuring storytelling, light discussion, and a question-and-answer segment to introduce basic environmental concepts and emphasize Islamic teachings related to environmental responsibility. Three key SDG principles were highlighted: conserving water, disposing of waste properly, and caring for living beings. Following this, the children participated in a hands-on activity to create a small eco-garden using recycled materials, such as painting used tires, planting local vegetation, and setting up an environmental education corner within the TPQ. The session concluded with a group reflection and a simple quiz to assess the participants' comprehension. Activity documentation was compiled for reporting and potential academic publication purposes.

C. RESULTS AND DISCUSSION

The community engagement activity on environmental education based on the Sustainable Development Goals (SDGs) was conducted on Thursday, May 1, 2025, at TPQ At Thariq, Bone Bolango Regency, Gorontalo Province. The program was attended by 17 TPQ students, primarily from primary school age groups. The activity was held in person with a participatory and interactive educational approach tailored to the children's cognitive levels. The delivered materials covered basic environmental concepts, their relevance to Islamic teachings, and key SDG values such as maintaining cleanliness, conserving water, and caring for living beings. The educational content was delivered using simple narrative storytelling, visual media, and reflective questioning techniques to encourage participants to engage and connect with the topics. Although there were no outdoor or practical sessions during this program, participants showed high enthusiasm and actively engaged in discussions. They answered questions, shared experiences, and related the material to their daily lives – such as properly disposing of waste, watering plants, and conserving water during ablution. These responses demonstrate that the thematic and faith-integrated approach effectively supported the children's understanding of global environmental issues in a contextualized and relatable manner.

The primary impact of the activity was an increased awareness and understanding among TPQ At Thariq students regarding environmental stewardship from both Islamic and sustainability perspectives. Participants were able to identify everyday actions that contribute to environmental preservation, such as throwing trash in the bin, reducing water waste, and loving all creatures as part of God's creation. Furthermore, the program successfully linked core Islamic values such as *ṭahārah* (cleanliness), responsibility (*amanah*), and accountability (*mas'uliyah*) with SDG-oriented behaviors. This initiative demonstrates the strategic potential of TPQs to serve as centers for character education that encompass not only spiritual development but also the cultivation of social and environmental responsibility. By embedding sustainability education within religious instruction, the TPQ can play an active role in supporting the achievement of SDG targets, particularly in education and environmental conservation. The results affirm that a contextual and religiously integrated educational approach is effective for fostering early ecological awareness. It is expected that the TPQ At Thariq can serve as a model for similar non-formal educational institutions aiming to implement faith-based sustainability education.



Figure 1. Environmental Education Participants at TPQ At Thariq,



Figure 2. Delivery of Environmental Education Materials to Participants

D. CONCLUSION

The community engagement activity successfully delivered environmental education based on the Sustainable Development Goals (SDGs) to children at TPQ At Thariq in Bone Bolango Regency through a contextual approach rooted in Islamic values. This program addressed the need for early environmental awareness by engaging children in interactive and narrative-based learning, which proved effective in fostering their understanding of basic



ecological principles such as cleanliness, water conservation, and compassion toward living beings.

The integration of Islamic teachings with global sustainability principles not only enhanced participants' ecological literacy but also demonstrated the strategic role of TPQs as non-formal religious education institutions in promoting sustainability values. The outcomes of this activity align with the objectives of instilling early ecological awareness and promoting responsible environmental behavior among young learners.

Based on the observed impact, it is recommended that similar initiatives be replicated in other TPQs or non-formal education settings to strengthen community-based environmental awareness. Future programs may benefit from incorporating more hands-on or outdoor learning experiences to reinforce practical understanding. Additionally, building partnerships with local environmental stakeholders may enhance the program's reach and sustainability. The conclusion provides answers to the problems addressed in the community engagement activities. Instead of repeating the results and discussion, it should summarize the outcomes and impacts of the activities as aligned with the stated objectives. Additionally, this section may include recommendations or limitations of the activities. (Use Book Antiqua font, size 11, single-spaced.)

E. ACKNOWLEDGEMENTS

The authors would like to express their sincere gratitude to the management and teaching staff of TPQ At Thariq, Bone Bolango Regency, for their warm welcome, support, and collaboration throughout the implementation of this community engagement program. Appreciation is also extended to the children of TPQ At Thariq for their active participation and enthusiasm during the educational activities. The team is thankful to the academic institution and colleagues who provided input, logistical assistance, and encouragement during the preparation and execution of this project.

F. AUTHOR CONTRIBUTIONS

Activity implementation: Muhamad Rifki Botutihe, Irwan Wunarlan
Article preparation: Muhamad Rifki Botutihe, Irwan Wunarlan
Contributors: Muhamad Rifki Botutihe, Irwan Wunarlan
Article revision: Muhamad Rifki Botutihe, Irwan Wunarlan

G. REFERENCES

Azmy, B., Fiantika, F. R., Yustitia, V., & Prastyo, D. (2023). Optimalisasi lingkungan sekolah sebagai sumber belajar: Pengabdian masyarakat guru di sekolah dasar. . *BERNAS: Jurnal Pengabdian Kepada Masyarakat*, 4(1), 165-170.

Badan Pusat Statistik Kabupaten Bone Bolango. (2025). *Kabupaten Bone Bolango dalam Angka 2025*.

<https://bonebolangokab.bps.go.id/id/publication/2025/02/28/ad8614570697723739c51ade/kabupaten-bone-bolango-dalam-angka-2025.html>

Laily, D. W., Roidah, I. S., Nurohmah, L., & Damayanti, A. L. (2025). Edukasi lingkungan melalui penanaman tanaman hias di TPQ At Tholabah: Inisiatif KKN untuk pemberdayaan dan pembelajaran. . *Jurnal Pengembangan dan Penelitian Pendidikan*.



Nasution, A. (2020). Pendidikan lingkungan dalam perspektif Islam dan relevansinya terhadap SDGs. *Jurnal Studi Islam dan Pendidikan*, 5(2), , 112-125.

Sulinah, N., Fajri, R., Ishaki, S. N., Albab, U., & Sulastrri, S. (2023). Pelatihan anak-anak TPA di Desa Durian dalam meningkatkan ibadah fi'liyah dan qauliyah. . *Kegiatan Positif: Jurnal Hasil Karya Pengabdian Masyarakat*, 1(3), , 28-36.

United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development*.
<https://sdgs.un.org/2030agenda>