

*Fostering Environmental Awareness Among Students:
Exploring the Impact of Civic Education in Indonesia*

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Abstract

This research examines how the implementation of Civic Education in Indonesia shapes environmentally conscious students. With a large population and expansive territory, the potential environmental issues in Indonesia are increasing. Education becomes one solution to address and prevent potential environmental damage that may arise in the future. This research relies on semi-structured interviews with Civic Education teachers and field visits to schools. Employing ecological citizenship theory and content analysis, interview data were scrutinized using an interpretative methodology. The results of the interviews indicate that teachers express commitment to shaping environmentally aware students. This commitment includes selecting teaching methods, assignments, and bringing in various environmental activists to inspire students. These practices form communities among students and enable them to advocate for environmental rights for themselves and others. Based on this analysis, I propose the term "Green Civic Education" to help us better understand various civic education forms oriented toward environmental sustainability.

Keywords: Green Citizenship Education, Environmental Awareness, Students

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Introduction

Environmental problems are one of the problems discussed throughout the world. The existence of pollution, climate change, and the loss of biodiversity became discussions at the UN (United Nations) forum until finally giving rise to the United Nations Environment Program (UNEP) as a body that promotes, helps, and encourages countries to pay attention to environmental sustainability.

Currently, it is discovered that human life is no longer in harmony with nature, this is evidenced by the increasingly low public awareness of protecting the environment. From data taken from research by Travis P. Wagner (Wagner, 2017), it is estimated that the world community throws away 5 trillion plastic bags waste every year, while in Indonesia it is stated that an average of 182.7 billion plastic bags are used in Indonesia every year. the year. Of this amount, plastic waste in Indonesia reaches 1,278,900 tonnes per year. Other data even shows that Indonesia is one of the largest contributors of waste in the world after China (Jambeck et al., 2015). However, data from the Central Statistics Agency (BPS) in 2018 shows an increase in imports of plastic waste in Indonesia by 141 percent, reaching 283 tons (Shafira et al., 2022).

Pollution continues to increase because people's awareness of synergy with nature is starting to weaken. Simple things like sorting waste are things that have not been fully implemented by people in Indonesia, so plastic processing manufacturers choose to import sorted plastic as raw material rather than relying on waste from Indonesia. Another fact about low awareness among the public is the discovery that the use of imported waste which should be used as production material is also used by the community as fuel for small industries in East Java because only 60% of the imported waste can be processed by factories as raw materials so the remaining 40% is purchased. by small industries for fuel. This is dangerous because it triggers the release of dioxin and furan compounds, both of which are carcinogens that cause lung cancer. This is certainly bad for the air in East Java (Protes Sampah Impor, Massa di Jatim Geruduk Konjen Amerika, 2019).

From data obtained from the waste processing system of the Ministry of Environment in Madiun City, it is known that plastic is the third largest waste produced by Madiun City residents, and what is worse is that this waste is still mixed with other waste, including organic waste. This proves that public awareness of caring about the environment is low, even simple things such as sorting waste are still not prioritized.

The importance of raising awareness of environmental management has made the mayor of Madiun encourage schools in the city of Madiun to raise environmental awareness for their students, one of which is by creating waste banks in every school, including every junior high school. However, from the data processed by researchers through observation, it is known that even though there is a waste bank at school, students only want to deposit plastic waste into the waste bank if there is an order from the teacher/school, otherwise, they prefer to throw it in the trash can closest to their position. they. Apart from that, even though they see their friends throwing rubbish not in the right place, students do not feel obliged to remind them. Another fact found during observations was that almost all students who bought food in the school canteen chose to use plastic wrap to wrap their food/drinks rather than using the plates/glasses provided. So from this, it is known that the Ecological citizenship competency which consists of student participation, awareness and responsibility regarding students' environmental awareness still needs to be improved again (Karatekin & Uysal, 2018).

In general, improving this lack of environmental awareness can be done in two ways, namely the first through establishing regulations regarding environmental sustainability (Dobson, 2007) However, as Dobson said, regulations will only temporarily change people's behavior and will not last long following the validity period of the incentives. These temporary results occur because environmental awareness does not become a character that is closely attached to a person who is obtained from full awareness of his actions (Dobson, 2007).

So it would be better to protect the environment if efforts are made through the education sector. education is considered appropriate for overcoming environmental problems because environmental problems are related to various aspects such as politics, law, and technology (Krasny et al., 2015; Quinn et al., 2016). Junior High School (SMP) is the right choice because it educates behavior because at that phase students are in the transition period from children to adults. During this transition period, quite a few cases of behavioral decline emerged, for this reason, this research focuses on junior high school students so that during this transition period, education for environmental sustainability that has been instilled in the elementary school phase of children is not interrupted and declines (Agustiawan & Dyah Puspitasari, 2019).

Methods

This research is descriptive qualitative, using a case study method or approach, focusing on citizenship education learning at the Junior High School in the city of Madiun, Indonesia. Case study data can be obtained from all parties directly related to the learning of Citizenship Education, such as teachers and students who were selected using the purposive sampling method. Researchers used semi-structured interview techniques and documentation in the form of photos to collect research data. Interviews are carried out by asking informants to explore and obtain information related to the required data. The data analysis techniques used in this research are data reduction, data display, data conclusion drawing/verification. To test the validity of the data, source triangulation was used.

Implementation of Citizenship Education to Form Environmental Awareness in Indonesia

Citizenship education is a subject at every level of education in Indonesia, from elementary to higher education. The general objectives of Citizenship Education can be explained as follows. First, understand and appreciate Pancasila as the basis of the state and way of life of the Indonesian people. Citizenship Education encourages students to apply Pancasila values in everyday life and play an active role in building a just, civilized and harmonious society. Second, know and understand the government system, laws and state policies as well as the roles and responsibilities of citizens in maintaining the integrity of the state and participation in democratic life. Third, develop attitudes and behavior that reflect a good personality, such as a sense of responsibility, concern for others, honesty, discipline, tolerance, justice and a spirit of mutual cooperation. Fourth, carry out their obligations and rights as a citizen properly, such as the right to vote and be elected, the right to education, the right to have an opinion, and the obligation to pay taxes and obey the law. Fifth, understand and appreciate the diversity of culture, religion, ethnicity and race in Indonesia as capital for building national unity and unity. By achieving these goals, Citizenship Education plays an important role in shaping the character of students who become good citizens, intelligent, skilled and have character in accordance with Pancasila values such as: 1. Think creatively, rationally and critically in responding to citizenship issues. 2. Play an active role responsibly,

intelligently and consciously in national and state activities. 3. Show the character of Indonesian society which supports democracy.

In implementing Citizenship Education subjects, the curriculum divides the competencies to be achieved into three main groups, namely: (1) The ability to master civic knowledge. This competency is related to students' understanding of the concepts, principles and values that underlie civic life. Students are expected to gain knowledge about Pancasila, the 1945 Constitution of the Unitary State of the Republic of Indonesia, the government system, laws and state policies, as well as 14 other aspects relevant to citizenship; (2) The ability to have citizenship skills, this competency involves developing students' skills in participating actively and responsibly in the life of society and the state. Students are expected to be able to think critically, communicate effectively, work together in teams, respect differences, manage conflict constructively, and use information and communication technology wisely; (3) The ability to appreciate and develop civic character. This competency emphasizes the formation of students' character as good citizens. Students are expected to be able to internalize and apply the values of honesty, discipline, responsibility, caring for others, tolerance, justice and the spirit of mutual cooperation in everyday life.

Citizenship education in Indonesia has a broad scope and involves aspects that include legal, political, constitutional values and global challenges in the modern era. In this case, issues and material regarding environmental sustainability are directly related to the four consensus issues. In the Pancasila view, of course we need to consider that all Indonesian citizens are individuals who believe in God, and need to preserve what their god has created. And in the second consensus regarding the 1945 Constitution of the Republic of Indonesia, the environmental content is in the concept of the Green Constitution as formulated in Article 28H Paragraph (1) of the 1945 Constitution of the Republic of Indonesia which reflects the third generation of human rights, namely collective rights and development rights, in the form of rights to the environment, as well as Article 33 paragraph (4) of the 1945 Constitution of the Republic of Indonesia which reflects sustainable environmental development in Indonesia in a constitutional manner. Pancasila and Citizenship education must also be able to teach students to understand the applicable norms and rules so that they can behave following these norms and rules, both in the family, school and community environments. An obedient attitude in the family environment can be reflected in an obedient attitude towards parents, in the school environment by obeying the applicable rules, and in the community environment by respecting the applicable norms. Including norms that have persisted in Indonesian culture regarding environmental sustainability. If analyzed in depth, the content of environmental awareness material in Citizenship Education in Indonesia is shown in table 1 below (Usmi & Murdiono, 2021).

Grades	Chapters	Ecological Citizenship Content	Information
VII	<p>Chapters 5: Cooperation in various areas of life</p> <p>Chapter 6: Regions within the Archipelagic State of The Indonesian Republic</p>	<p>Figures 5.1 Cooperation of the community to clean the environment due to flash flood</p> <p>Figures 5.3 Cooperation in a community in reforestation and bridge building Nationality info table that explains potential national security disturbances, one of which is environmental destruction</p>	<p>Ecological citizenship content is contained in the form and description of images and info tables.</p> <p>However, it is only contained in two chapters of the six chapters of the VII graders' book material.</p>
VIII	Chapters 6: National commitment	<p>A brief description of the form of love for the homeland, including (1) preserving the environment and preventing environmental pollution; (2) managing natural wealth by preserving ecosystems</p>	<p>The content of ecological citizenship is contained in the form of a brief description.</p> <p>However, that is only contained in one chapter of the sixth chapters of VIII graders' students textbooks</p>
IX	<p>Chapter 1: The dynamics of the embodiment of Pancasila as the basis of the state and the nation's view of life</p> <p>Chapter 6: Defending the country in the context of the Archipelagic State of the Indonesian Republic</p>	<p>Figure 1.5 The atmosphere of cooperation in a community activity in the community cleaning the environment (p. 20)</p> <p>Brief description of potential threats in the form of natural resources accompanied by picture 6.13 illegal logging</p>	<p>The content of ecological citizenship is contained in the form of a brief description.</p> <p>However, that is only contained in one chapter of the sixth chapters of VIII graders' students textbooks</p>

Table 1. Chapters VII-IX Students Book Materials Containing Ecological Citizenship Content. (Usmi & Murdiono, 2021)

From the citizenship education material which is related to environmental sustainability, the teachers develop citizenship education learning in their classes into citizenship education learning which is oriented towards forming environmental awareness as shown in Table 2 below.

Learning Components	Teacher Actions
Civic Knowledge	<ol style="list-style-type: none"> 1. The teacher invites students to understand the rules and regulations regarding cleanliness, health and tidiness at school. 2. The teacher invites students to analyze Indonesian state legislation relating to environmental sustainability
Civic Skills	<ol style="list-style-type: none"> 1. Teachers implement learning by utilizing various learning models such as <i>outdoor learning</i> , <i>Project Citizen</i>, and <i>Service learning</i> to bring students closer to the surrounding environment 2. Give assignments to students to promote environmentally friendly behavior 3. Holding a plastic waste recycling creation competition that students must take part in 4. Hold environmental clean-up sessions outside the school 5. By using technology, students show off their recycled products.
Civic Character	<ol style="list-style-type: none"> 1. Teachers always observe and encourage students to obey the rules regarding cleanliness, health and tidiness 2. Encourage classes to have well-managed classroom waste containers

Table 2. Development of Citizenship Learning in Indonesian Junior High Schools to Form Love for the Environment

What has been done by junior high school teachers in Indonesia reflects efforts to achieve the concept of Ecological Citizenship. We can interpret ecological citizenship as a citizenship concept that encourages individuals, communities and organizations as world citizens to consider their rights and responsibilities towards the environment. This means recognizing that every individual has a moral obligation to maintain environmental sustainability and play a role in overcoming existing environmental problems. Ecological citizenship teaches the importance of awareness of the impact of human activities on ecosystems and how we as world citizens can contribute to maintaining environmental sustainability for future generations (Karatekin & Uysal, 2018).

Conclusion

Citizenship education is a subject that equips citizens to have the knowledge, skills and character to support welfare and solve community problems, including the environment. To teach environmental awareness to students, teachers make adjustments to the curriculum, lesson materials and learning methods. Considering that what is being done is still far from the dream of putting into practice the concept of Ecological Citizenship, we call the efforts of civic education teachers to form environmental awareness Green Civic Education.

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