

Community-based Ecological Citizenship Learning

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Abstract: *This research aims to respond to the urgent need to increase students' awareness and participation in environmental and social issues through the integration of the concept of ecological citizenship in civic education learning. The research method used is a qualitative approach with a case study method to explore in-depth understanding of the implementation of ecological citizenship integration and its impact on student civic engagement. The subjects of this research include lecturers, students, and communities. Data were collected through interviews, observations, and documentation studies. Interviews were conducted to explore views, experiences, and challenges in integrating ecological citizenship. Observation was used to observe classroom learning activities, while documentation study analysed learning materials and related projects. Data analysis showed that the integration of ecological citizenship significantly improved students' understanding and awareness of environmental responsibility, as well as encouraged their active participation in social and environmental activities.*

INTRODUCTION

The phenomenon of globalisation has an impact on global trends. All events have become borderless and some global issues have also become major problems in every country. One of the global issues that has become a problem for almost every country is environmental degradation. This problem includes various issues such as air, water, and soil pollution, and climate change. According to Badan Pusat Statistik (BPS) of Bandung City 2023, the amount of waste production in the city reached 1,594.18 tonnes per day in 2023. Food waste is the largest contributor to excess waste production in the Bandung City area. This condition is exacerbated by the behaviour of the people who still litter without regard to the impact that will occur in the future. As a result, this is the main cause of flooding in the Bandung City area.

The importance of public awareness is a crucial aspect, especially when viewed from the current environmental situation that requires active participation from the community in an effort to protect it. This lack of awareness further exacerbates the ecological crisis, the main cause of environmental damage is the lack of awareness of citizens in efforts to protect and preserve the environment (Prasetyo, 2016). Therefore, civic engagement is needed based on awareness that is initiative and sincere without coercion from others to protect the ecological environment (Roulina

Sihombing & Alhudawi, 2023). Civic engagement has a very important role in overcoming the increasingly alarming ecological crisis.

One way that can be done to increase community civic engagement in dealing with the ecological crisis is by integrating ecological citizenship in civic education learning. Ecological citizenship is a movement as an effort to change people's behaviour to be environmentally conscious (Halimah & Nurul, 2020). This movement is expected to create a global understanding of environmental issues and strengthen public opinion in support of environmental conservation, both at the local and global levels (Gusmadi & Samsuri, 2020). Through holistically packaged learning content, students can be introduced to the concept of ecological citizenship that combines an understanding of responsibility for the natural environment with active involvement in society. Learning materials include an in-depth understanding of environmental issues, the role of individuals in the preservation of natural resources, and the positive impact of active participation in environment-based projects. The integration of ecological citizenship in learning is expected to make students aware of their concern for nature and the environment around them (Ismail, 2021).

METHODS

This research adopts a qualitative approach with a case study method to investigate the Integration of Ecological Citizenship in Civic Education Learning aimed at increasing Student Civic Engagement. The implementation of this research will be carried out over an 8-month period, involving research participants, especially civic education lecturers and students. The place of research implementation is at the Indonesian Education University. Three types of data collection tools will be used, namely interviews, observations and documentation studies. In-depth interviews were conducted with lecturers to explore their views, experiences and challenges in integrating ecological citizenship. Structured interviews with students to understand their perceptions of the concept of ecological citizenship and its impact on civic engagement. Classroom observations were conducted to observe learning activities in the classroom to evaluate the implementation of ecological citizenship integration in a real context. Documentation study of learning materials is needed to be able to analyse learning materials, assignments, and projects developed to see the extent to which the concept of ecological citizenship is integrated. Then analyse the results of student evaluations, assignments, or projects that reflect the impact of integration on civic engagement.

RESULT AND DISCUSSION

Findings

The results of interviews with student informants show that the integration of ecological citizenship in civic education learning is very influential in improving students' understanding of environmental responsibility. Interviewees agreed that materials that focus on environmental issues and the role of citizens in preserving the environment can increase students' awareness and understanding. The results of observations of direct integration of learning civic concepts, between students and the community of environmentalists Tjibarani Village Community also provide a more comprehensive understanding and more awareness to increase responsibility for protecting the environment. The integration of ecological citizenship material in learning has helped students understand the importance of individual responsibility in protecting the environment, as well as how their actions impact the sustainability of the ecosystem. In line with the perspectives of lecturers, the integration of ecological citizenship concepts in civic education

learning has a profound impact on students' understanding of environmental responsibility. Lecturers see that students become more aware of environmental issues and their impact on human life and the planet. They understand the importance of environmental conservation for future survival.

Ecological citizenship learning plays an important role in encouraging students to be actively involved in environmental issues, as stated by students and lecturers interviewed. Through understanding the concept of ecological citizenship, students become more aware of the impact of human actions on the environment and feel encouraged to act positively. *'While learning about the impact of environmental pollution through ecological citizenship learning, I was involved in a nature lovers' organisation where we occasionally made something useful for the community such as planting trees on deforested land, making trash bins for around the market, etc. Factors that encourage my involvement include awareness of the importance of the environment, support from the community, and an understanding of individual responsibility for the environment.'* -Student. The statement shows that ecological citizenship learning can motivate students to participate in activities that have a positive impact on the environment and society. Lecturers also observed that the integration of ecological citizenship in learning encourages students to take concrete actions in protecting the environment.

Students understand that individual actions can affect the environment and society at large, so they feel motivated to play an active role in preserving the environment. Awareness of environmental impacts is one of the main drivers for students to get involved in environmental conservation efforts. Through ecological citizenship learning, students understand how individual actions can affect the environment and society at large. Awareness of the negative consequences of environmental damage in terms of pollution, climate change, and the sustainability of other living things encourages students to take responsibility for their actions and make positive changes in their daily habits. For example, one student shared how she started to reduce the use of plastic bags by bringing an eco bag when shopping. In addition, the student also contributed directly by planting trees in her hometown to support the animal and plant life around her. These actions show that awareness of environmental impacts encourages students to play an active role in preserving the environment.

Then apart from awareness of the environment, the encouragement of integration through direct experience from nature also provides practical insights for students about the impact of environmental damage and encourages them to take actions that can reduce these negative impacts. This can be seen from the observation of students involved in cleaning the river with the tjibarani village community getting a deeper understanding of the importance of protecting the environment. This experience increased students' awareness of the importance of positive action towards the environment and gave them the opportunity to see the real impact of their efforts.

The integration of the concept of ecological citizenship in civic education learning in higher education requires attention to various factors that can support or hinder the process. Based on interviews with students and lecturers, there are several factors that can support and hinder the integration of Ecological Citizenship learning in Civic Education Learning Content in higher education. Students involved in activities with the Kampung Tjibarani community feel the positive impact of this collaboration. *'Community involvement is one of the key factors that support the integration of the concept of ecological citizenship in joint learning activities. By actively involving the community in the planning, implementation, and evaluation of learning activities, they can feel ownership of the learning process.'* -Student. This helps to ensure that learning materials are relevant to local needs and contexts, thereby increasing participants'

understanding and engagement with environmental issues faced by their communities. Environmental stewardship is another important supporting factor. Integrating values such as environmental awareness, social responsibility and sustainability concerns into learning helps to shape positive environmental attitudes among community members.

One of the main obstacles is the limited resources such as funds, facilities, and time available to organise effective and comprehensive learning activities. *'Lack of resources, both in terms of funds and personnel, can be a barrier to developing and implementing learning programmes that integrate ecological citizenship concepts,' the lecturer explains.* This limitation hinders the ability to carry out activities necessary to support the integration of ecological citizenship. The lack of public awareness and understanding of environmental issues is also a significant barrier. This lack of awareness makes it difficult to create interest and participation in learning activities aimed at protecting the environment. In addition, as lecturers have pointed out, universities have different curriculum priorities, which can lead to a lack of space to include courses or modules on ecological citizenship. This can hamper efforts to integrate the concept of ecological citizenship thoroughly in learning. The lack of support from the institution to integrate ecological citizenship for the entire academic community is also an obstacle. Without adequate support, efforts to integrate ecological citizenship are difficult to realise effectively.

Discussion

By understanding and applying the concept of ecological citizenship, students contribute to the development of a more sustainable and healthy society. This can create a better environment for all living things. Because the environment is a place where living things do activities, especially fulfilling their needs (Gusmadi, 2018). In addition to increasing knowledge, the integration of ecological citizenship in learning also has a positive impact in empowering students to act towards the surrounding environment. Experiential learning, found outside the classroom, gives students the opportunity to apply the concepts they have learned in a real context, improving their critical thinking skills in analysing environmental issues and providing solutions to these problems (Mariyani, 2017). The integration of the concept of ecological citizenship helps to establish collaboration between students, lecturers, environmental practitioners, and stakeholders in solving environmental problems, especially in shaping ecological citizenship.

Ecological citizenship involves empowering citizens to have the knowledge, skills, and attitudes necessary to identify their values and goals with respect to the environment (Berkowitz & Bier, 2005). Ecological citizenship aims to raise citizens' awareness of their role as an integral part of environmental conservation, thus helping to shape individuals who are more fully engaged in active participation in environmental preservation (Curtin, 2002). The importance of providing programmes that support environmental preservation based on the morality of environmental care becomes very relevant as a preventive measure against ecological crimes (Prasetyo, 2016). The environmental awareness movement is essential in raising awareness of the interdependence between humans and nature, which can influence human lifestyles and behavior (Kalidjernih, 2011). This shows that the concept of ecological citizenship not only includes responsibility for the environment, but also prepares individuals to be actively involved in environmental conservation and management efforts.

Participation from different parties in the activities of the Kampoeng Tjibarani Community is important because it helps achieve the desired outcomes by making the process more effective and efficient. Community involvement fosters collaboration and teamwork, and it

also helps to better understand the local community's conditions, needs, and attitudes toward development programs. When the community is included in the planning and preparation stages, they tend to trust and understand the program more. By being part of the process, they witness how the program is developed and implemented, which strengthens their trust and sense of involvement (Conyers & Diana, 1991). Abbot (2010) adds that community participation is most effective when driven by personal awareness and sincere internal motivation.

The Kampoeng Tjibarani community's interest in environmental issues brings significant benefits to individuals, especially in shaping an environmentally conscious mentality and motivating sustainable action. By focusing on the environment, one can develop a deeper awareness of the importance of preserving the general habitat around them (Asmani & Ma'mur, 2012). Thus, focusing on the environment not only provides direct benefits to the environment itself, but also provides a broad positive impact on social and economic welfare in the long run. In addition, to improve and maintain ecological quality within each individual can be reflected through readiness to engage in any action related to the environment (Sue & Sue., 2003). In this case, the principle of ecological citizenship puts forward the principle that there is a need for balance between human life and nature which emphasises the importance of not overexploiting natural resources to meet human needs. Education therefore plays a crucial role in creating transformation in society, helping them to develop an understanding of sustainable living. This includes awareness of the importance of maintaining a balance between human needs and environmental protection as an effort to realise ecological citizenship (Usmi & Murdiono, 2021).

It is important to undertake collaborative efforts from the government, schools, and society to strengthen the formation of ecological citizenship. Ecological citizenship is a concept related to the ethics and morals of citizens in taking responsibility for the environment. This includes a wise attitude in protecting, managing, and preserving the environment. In other words, ecological citizenship is an idea that links the morals and ethics of citizens to their environment (Kiptiah & Ananda, 2021).

Fostering ecological citizenship is essential for cultivating a sustainable future. By integrating this concept into education and community initiatives, we empower individuals to become responsible stewards of the environment. Collaborative efforts among government, educational institutions, and local communities are crucial for enhancing awareness and encouraging active participation in environmental conservation. As individuals recognize their role and responsibilities towards nature, they can develop a deeper understanding of the interconnectedness between human actions and environmental health. Ultimately, promoting ecological citizenship not only benefits the environment but also enriches social and economic well-being, paving the way for a harmonious coexistence between humanity and nature.

CONCLUSION

In conclusion, understanding and applying the concept of ecological citizenship is crucial for fostering a more sustainable and healthy society. It empowers students to actively engage in protecting the environment, while experiential learning enhances their ability to analyze and address environmental issues. The collaboration between students, lecturers, and stakeholders plays a key role in tackling ecological challenges. Moreover, community involvement, as demonstrated by the Kampoeng Tjibarani initiative, strengthens trust and cooperation, creating a more environmentally conscious mindset. Ultimately, education serves as a transformative tool, promoting a balance between human needs and environmental conservation, which is essential for the realization of ecological citizenship.

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