



Research Article

Ecological citizenship competencies integration in the strengthening project planning for Pancasila student profile

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KEYWORDS

planning
ecological citizenship
Pancasila student profile

ABSTRACT

This research aims to understand the planning of the prjokek penguatan Pancasila Student Profile at Bandung 1 State High School (SMAN 1 Bandung), particularly in the context of ecological citizenship. The research method used is qualitative descriptive with interviews, observations, and documentary studies conducted at SMA Negeri 1 Bandung. The results of the research indicate the integration of ecological citizenship competencies in the project module, which includes knowledge, skills, and environmental character. This project advocates for the theme of sustainable lifestyle with the goal of creating a comfortable and sustainable school environment. The conclusion of this research is that the project has the potential to shape students into environmentally conscious citizens by integrating understanding of sustainability into daily life, in line with the goals of shaping Pancasila Student Profile .

How to cite: Alzena, A. & Darmawan, C. (2024). Ecological citizenship competencies integration in the strengthening project planning for Pancasila student profile. *International Conference on Education, Teacher Training, and Professional Development*, 84-92. Malang: Universitas Muhammadiyah Malang.

1. INTRODUCTION

Environmental damage is a global problem experienced by many countries, including Indonesia, due to rapid industrial growth in big cities, including the city of Bandung. Rapid industrial and urban growth has resulted in various negative impacts on the environment, including air and water pollution, ecosystem damage, and increased waste. Illegal logging and land conversion are also major problems that result in habitat loss and ecosystem damage (Dinas Lingkungan Hidup dan Kebersihan, 2021). Although every citizen has the right to play a role in environmental management in accordance with “Undang-Undang Nomor 32 Tahun 2009 tentang Perlindungan dan Pengelolaan Lingkungan Hidup (UU PPLH)”, there are challenges in implementing adequate ecological citizenship. (Bourban, 2023).

Formal and informal education plays an important role in fostering ecological citizenship, but research shows that there is a need for valid measurement tools to measure ecological citizenship (Karatekin & Uysal, 2018). In addition, the importance of a critical attitude towards human consumption in the context of ecological civic education is also emphasized (Spanning, 2019).

Although students claim to care about the environment, they tend to assume that the responsibility for dealing with environmental problems lies with society, and a lack of environmental knowledge, care and awareness is considered a major obstacle. (Parker, 2018). Preliminary studies at SMAN 1 Bandung show that the implementation of ecological citizenship development can be carried out through co-curricular activities, a Strengthening Project for Pancasila Student Profile with the theme Sustainable Lifestyle. The project aims to teach students to think creatively in solving environmental problems (Lestari et al., 2023).

This study aims to provide a deeper understanding of in-depth planning, particularly with regard to the mapping and selection of Strengthening Project for Pancasila Student Profile (P5) characteristics, particularly in relation to ecological citizenship. In order to create environmentally conscious citizens, it is hoped that students would be able to implement the idea of sustainability in their daily lives. This research is expected to advance our understanding of how education contributes to students' development of environmentally conscious attitudes and behaviors.

2. METHOD

To obtain a thorough grasp of the observed occurrences, this study combines descriptive research techniques with a qualitative approach. Through the Strengthening Project for Pancasila Student Profile, the descriptive approach offers a comprehensive picture of planning activities for fostering ecological citizenship, while the qualitative approach enables researchers to comprehend the deeper context and complexity in human behavior or situations observed (Waruwu, 2023). The project coordinator, a civics instructor, and the vice principal for curriculum and education all played significant roles in the project's conception and execution.

The research is being conducted at Bandung 1 State High School (SMAN 1 Bandung) one of "sekolah penggerak" in the city of Bandung. Additional contributors, including kids, offered valuable perspectives on the project's development and its impact on both the students and the school setting overall. To assure the validity of the data gathered, participant observation, structured interviews, and documentation studies were used in the data gathering process. To obtain a comprehensive picture of the project implementation, data analysis was conducted interactively through the steps of data gathering, data reduction, data presentation, and conclusion drawing.

3. RESULTS AND DISCUSSION

The application of P5 was carried out through extracurricular activities, such as a Strengthening Project for Pancasila Student Profile, which raised issues or problems in the surrounding environment around students with the theme Sustainable Lifestyle, according to research done by researchers at Bandung 1 State High School (SMAN 1 Bandung). Through the "SMANSA Nyaman" project, grade 11 students use the theme P5 activities and develop their creative problem-solving skills in relation to the surrounding environment.



Figure 1. Cover of the "SMANSA Nyaman" Project Module

The environmental problem faced is the low awareness of students at SMAN 1 Bandung in preserving the environment, especially regarding poor plastic waste management and irregular use of electrical energy and water, which is caused by several factors. One of them is the lack of emphasis on environmental education in the curriculum or learning programs. When environmental aspects are not emphasized enough in learning, students may have a limited understanding of the importance of protecting the environment. Apart from that, the lack of understanding of the negative impacts of their actions on the environment may also be a contributing factor.

The low educational content regarding information about the negative impacts of using single-use plastic or excessive energy consumption, their awareness of environmental issues can be low in intracurricular activities. The lack of positive behavioral models in protecting the environment, both in the school environment and at home, as well as the lack of student involvement in environmental initiatives at school, can also be factors that influence students' environmental awareness.

In an effort to solve this issue, SMAN 1 Bandung began developing a project module to improve the Pancasila Student Profile with the theme of a sustainable lifestyle with the title "SMANSA Comfortable" in the 2023/2024 academic year. "SMANSA nyaman" refers to an educational atmosphere that is structured and organized so that students, instructors, and staff feel safe and protected, allowing them to completely focus on the learning process. Safety and comfort are crucial components in building an environment favorable to successful and sustainable education. Establishing a cozy learning environment will encourage pupils to reach their full potential. Students can develop intellectually, socially, and emotionally in a secure and comfortable learning environment, which will help them become more self-reliant adults who can benefit society.

Residents of the school so play a significant part in establishing school comfort. The "SMANSA nyaman" project aims to help students identify environmental issues in the classroom, search for solutions, collaborate in groups, build strong relationships with classmates, teachers, families, and the community surrounding the school and housing complex, and take action to address environmental issues at school.

Discussion

Planning Stages for the Strengthening Project for Pancasila Student Profile

The Pancasila Learning Profile An initiative called Strengthening Project uses a project-based learning methodology to give students in the classroom a more engaging and relevant learning experience. There are a few crucial actions in this project planning stage that must be followed in order to be well-prepared. The project's planning stages flow to improve the Pancasila learning profile. Project planning goes through the following stages (Satria et al., 2022).

- a. formation of a facilitator team,
- b. determine whether educational units are prepared,
- c. determining the dimensions and theme of the project,
- d. time allocation planning,
- e. module preparation,
- f. setting learning objectives, and
- g. topic development, activity flow, and project assessment.

First of all, forming a team of facilitators is an essential first step in developing a project plan. The facilitator team is led by the P5 coordinator and consists of teachers from various subjects who have relevant expertise and experience. Next, identification of educational unit readiness is carried out to evaluate the capabilities and resources available at the school. SMAN 1 Bandung has carried out outreach and training for teachers through the In House Training (IHT) program to ensure a holistic understanding of the implementation of P5.

Furthermore, the character dimensions of Pancasila student profiles were mapped using the school's vision and mission, with a focus on the profile dimensions of Pancasila students who are faithful and devoted to God Almighty, have noble morals, and value collaboration and creativity. The strategy for defining and mapping elements and sub-elements is to select elements and sub-elements that best suit students' needs and subjects, adjust the development stage of sub-elements to students' initial abilities, and ensure continuity between the development of dimensions, elements, and sub-elements with previous projects (Satria et al., 2022). According to Komalasari and Saripudin (2022), the sorts of values established during the implementation of character education are necessary, simple values that can be adopted based on the circumstances of the educational unit.

Dimensi, elemen, dan sub elemen Profil Pelajar Pancasila				
Dimensi Profil Pelajar Pancasila Terkait	Elemen	Sub-elemen Profil Pelajar Pancasila	Target Pencapaian di akhir Fase E (SMA, Usia 16-18 tahun) pelajar	Aktivitas Terkait
Beriman, berakhlak kepada Tuhan yang Maha Esa, dan berkeadilan sosial	akhlak kepada alam	Memahami Keterhubungan Ekosistem Biotik	Mengidentifikasi masalah lingkungan hidup di tempat tinggal dan melakukan langkah-langkah konkret yang bisa dilakukan untuk mengurangi kerusakan dan menjaga keharmonisan ekosistem yang ada di lingkungannya	1,2,3,4,5,8
		Menjaga Lingkungan Alam Sekitar	Mengaplikasikan nilai-nilai dengan membangun kesadaran peduli lingkungan alam dengan menciptakan dan mengimplementasikan solusi dari permasalahan lingkungan yang ada	1,2,3,4,5,8
Berkelompok	kolaborasi	Kerja sama	Mendukung tim dan mengelola kerjasama untuk mencapai tujuan bersama sesuai dengan target yang sudah ditentukan	7,8,9,10,11,12
		Kontribusi untuk mencapai tujuan bersama	Adif menyimak untuk memahami dan menganalisis informasi, gagasan, emosi, keterampilan dan kepihain yang disampaikan oleh orang lain dan kelompok menggunakan berbagai simbol dan media secara efektif, serta menggunakan berbagai strategi komunikasi untuk menyelesaikan masalah guna mencapai berbagai tujuan bersama	7,8,9,10,11,12
		Saling ketergantungan positif	Mengelaborasi kapasitas kelompok agar para anggota kelompok dapat saling membantu satu sama lain memvratif ketubuhan mereka baik secara individual maupun kolektif	7,8,9,10,11,12,13,14,15,16
	Koordinasi Sosial	Mengelaborasi dan menjaga tindakan diri dan anggota kelompok agar sesuai antara satu dengan lainnya serta memvratif konsekuensi tindakannya dalam rangka mencapai tujuan bersama	7,8,9,10,11,12,13,14,15,16	

Dimensi, elemen, dan sub elemen Profil Pelajar Pancasila				
Dimensi Profil Pelajar Pancasila Terkait	Elemen	Sub-elemen Profil Pelajar Pancasila	Target Pencapaian di akhir Fase E (SMA, Usia 16-18 tahun) pelajar	Aktivitas Terkait
Kreatif	menghasilkan gagasan yang orisinal		Menghasilkan gagasan yang beragam untuk mengimplementasikan planan dan atau permasalahannya, menilai gagasannya, serta melakukan kegiatan rekayasa dengan mengembangkan banyak perspektif seperti analisis dan nilai kemanusiaan ketika gagasannya diimplementasikan	7,8,9,10,11,12,13,14,15,16
	menghasilkan karya dan tindakan yang orisinal		Mengembangkan dan mengimplementasikan pikiran dan nilai permasalahannya dalam bentuk karya dan atau tindakan, serta mengkomunikasikan dan memperlebarkan dampak dan nilai-nilai bagi diri dan lingkungannya	7,8,9,10,11,12,13,14,15,16
	memiliki ketahanan berpikir dalam mencari alternatif solusi permasalahan		Berkolaborasi dengan berbagai pihak secara kreatif untuk meredifikasi gagasan sesuai dengan perubahan situasi	17,18,19

Figure 2. Mapping the Pancasila Student Profile Dimensions "SMANSA Nyaman"

The recommended time allocation for project implementation is carefully considered to ensure that the project can run well and achieve the desired objectives within the specified time limits. In this context, the time allocation of around 33 lesson hours for one month has been chosen with careful consideration. This time is considered sufficient to provide adequate opportunities for students to be thoroughly involved in all activities presented in the project, from planning to implementation and evaluation.

The preparation of the "SMANSA Nyaman" project module focuses on the theme of a sustainable lifestyle and consists of a total of 19 activities designed to provide practical

experience to students in understanding and engaging in real action to improve the environment around them. Jenkins (2021) argues that ecological civic education is influenced by several factors in learning, including the development of critical cultural ecoliteracy, engagement with uncomfortable issues and emotions, and the use of dialogue as a learning method.

Thus, this project planning process is very important to ensure the smooth and successful implementation of the Strengthening Pancasila Student Profile project at SMAN 1 Bandung. The learning flow starts from the 'Discover' stage, at this stage students are expected to be able to identify problems that cause the school environment to be less safe and comfortable and their impacts. Then proceed with the 'Imagine' stage, at this stage students understand the main problems, build awareness and determine solutions to problems that occur at SMAN 1 Bandung. In the next stage, 'Do', students implement solutions by taking concrete action steps to improve and maintain school comfort.

The learning flow ends with the, 'Share' stage, where students evaluate and consider the impact of the implemented solution on themselves and the school environment from various perspectives. The target for achieving the Sustainable Lifestyle project is that students have the character values of Faith, being devoted to God Almighty, and having noble character, working together and being creative in carrying out concrete actions for the realization of a "comfortable SMANSA".

Tahapan dalam proyek 'SMANSA Nyaman'					
Tahap Temukan: Mengenali dan membangun kesadaran murid terhadap lingkungan sekolah nyaman					
1 Pre-Test Lingkungan sekolah yang nyaman 31 Juli	2 Lingkungan sekolah yang nyaman 1 Agustus	3 Apakah sekolahku sudah ideal? 2 Agustus	4 Apakah sekolahku sudah ideal? 3 Agustus	5 Dampak lingkungan sekolah yang nyaman 7 Agustus	6 Dampak lingkungan sekolah yang nyaman 8 Agustus
Tahap Bayangkan: Menggali bentuk-bentuk masalah ketidaknyamanan di sekolah					
7 Urgent Problem 9 Agustus	8 Ini yang dapat kita lakukan 10 Agustus	9 Ini yang dapat kita lakukan 14 Agustus	10 Ini solusi terbaikku 15 Agustus	11 Bagaimana kita mewujudkannya? 16 Agustus	12 Bagaimana kita mewujudkannya? 21 Agustus
Tahap Lakukan: Mewujudkan solusi dengan melakukan aksi nyata sekolah nyaman					
13 Inilah aksiku 22 Agustus	14 Inilah aksiku 23 Agustus	15 Inilah aksiku 24 Agustus	16 Inilah aksiku 28 Agustus		
Tahap Bagikan: Menggenapi proses dengan melakukan refleksi dan laporan					
17 Refleksi Evaluasi 29 Agustus	18 Penyusunan Laporan 30 Agustus	19 Presentasi laporan 31 Agustus			

Figure 3. Project Implementation Flow and Project Activities

The teaching toolkit, also known as the project module, was created especially to support teachers at high school and vocational schools in Phase E of Sekolah Penggerak as they implement the Sustainable Lifestyle-themed Strengthening Pancasila Student Profile Project. A variety of guides and activities are included in the "SMANSA Nyaman" Project module with the goal of incorporating a knowledge of sustainable lifestyles into the educational setting.

Integration of Ecological Citizenship Competencies in Strengthening Project for Pancasila Student Profile

Mapping citizenship competencies in the facilitator team can be done using the concept of the Ecological Citizenship Scale developed by in research on teachers. This concept emphasizes four dimensions of ecological citizenship, namely responsibility, sustainability, rights and responsibilities, and participation. The presence of teachers strengthens the emphasis on responsibility for the environment, and teachers also integrate an understanding of sustainability and environmental rights into the learning approach.

Table 1. Mapping the dimensions of teachers' ecological citizenship scales

No	Dimensions of Ecological Citizenship	Teacher Emphasis	Integrity in Learning	Impact on Learners
1.	Responsibility	Strengthening responsibility towards the environment	Incorporate knowledge on environmental rights and sustainability.	Strengthen students' understanding of responsibility towards the environment
2.	Sustainability	Strengthen understanding of sustainability	Integrate an understanding of sustainability	Increase students' awareness of the importance of environmental sustainability
3.	Rights and Responsibilities	Become an important foundation	Integrate understanding of environmental rights	Increase students' understanding of rights and responsibilities in the environment
4.	Participation	Enables student involvement in environmental conservation efforts and positive changes in society	Encourage student participation in efforts to preserve the environment and change society	Increase student involvement in environmental and community preservation efforts

While participation enables students to be involved in initiatives to protect the environment and bring about beneficial changes in society, the aspects of rights and responsibilities serve as an essential foundation. Students' knowledge and experience of ecological citizenship are thereby strengthened by the Facilitator Team's presence and the Ecological Citizenship Scale idea.

Table 2. Mapping the dimensions of Pancasila student profiles and ecological citizenship competencies

No	Ecological Citizenship Competencies	Dimensions and Elements of Pancasila Student Profile	Pancasila Student Profile Sub-Elements	Contribution to the Environment
1.	Citizenship Knowledge (Civic Knowledge)	<ul style="list-style-type: none"> Have faith, be devoted to God Almighty, and have noble morals (morals towards nature) 	<ul style="list-style-type: none"> Understanding the Connectedness of Earth's Ecosystems 	Provides basic knowledge about environmental issues
2.	Citizenship Skills (Civic Skills)	<ul style="list-style-type: none"> Mutual cooperation (collaboration) Creative (Generates original ideas) 	<ul style="list-style-type: none"> Social Coordination 	Teaches practical skills to protect and preserve the environment
3.	Citizenship Character (Civic Disposition)	<ul style="list-style-type: none"> Have faith, be devoted to God Almighty, and have noble morals (morals towards nature) 	<ul style="list-style-type: none"> Protecting the Natural Environment 	Forming a caring and responsible attitude towards the environment

Mapping the project's dimensions to enhance the Pancasila Student Profile also includes the incorporation of ecological citizenship competencies. Character requirements are determined by SMAN 1 Bandung based on the six Student Profile aspects. The Strengthening Project for Pancasila Student Profile of SMAN 1 Bandung's learning year phase E class and Creative maps out a number of dimensions. The student aspects of Pancasila and Civic education, which provide a foundation for cultivating ecological citizenship capabilities, align with the three dimensions of Pancasila and Civic education outlined by Branson (Kurniawan et al., 2022), encompassing civic knowledge, civic skills, and civic disposition. Within the educational setting, civic education serves as a comprehensive term that encompasses various approaches,

including citizenship courses, participatory learning experiences, the overarching school ethos, and a conducive classroom atmosphere (Holle, 2022).

By integrating these three dimensions in civic education, it is hoped that a generation can be created that is not only intelligent in terms of knowledge and skills, but also has strong character as citizens who are responsible and care about society and the nation.

Meanwhile, Palmer (in Feriandi et al., 2021) stated that ecological competence, which consists of knowledge, skills and participation in the environment, can relevantly discuss the dimensions of the Pancasila Student Profile regarding the role of students in protecting the environment.

Students need to understand the interconnectedness of the earth's ecosystem from local to global scales, including the influence of nature and human activities on environmental problems. Skills in identifying environmental issues, finding solutions, and effective communication are needed to take concrete action to maintain ecosystem balance. Participation in activities that contribute to environmental policymaking can increase caring awareness and encourage the implementation of solutions. This provides a foundation for students to be active in preserving nature.

Choosing a sustainable lifestyle project theme can contribute significantly to creating a comfortable and supportive school environment for all members of the school community, including students and teachers. Sustainable lifestyle projects are closely related to creating comfortable schools, namely helping to create a healthier and cleaner environment, using energy more efficiently and wisely managing resources, providing opportunities for schools to provide education and environmental awareness to students and teachers so that participants can understand the importance of maintaining environmental sustainability and how they can play an active role in protecting the surrounding environment. The practice of ecological citizenship not only preserves flora and fauna, but also becomes concrete evidence of the formation of ecological citizenship character in society (Prasetyo & Ahmad, 2021).

Then, by involving students in projects that involve the community they can provide a sense of ownership and responsibility for the environment around them, create a more comfortable environment for learning and create a more diverse and interesting learning environment for students and help them see the connection between environmental issues and other subjects. By implementing sustainable lifestyle projects, schools can create a more comfortable and supportive environment, and have a positive impact on the quality of learning and teaching. Indirectly, higher environmental awareness in living environments has shaped ecological citizenship among people (Edwin Nurdiansyah & Kokom Komalasari, 2023).

This project not only enhances the school environment more aesthetically pleasing, but it also helps instructors and students develop sustainable thought and behavior patterns that will benefit both the planet's future and their own well-being in the long run. The school's vision and objective innovation initiatives, and school culture which include the integration of learning activities into all disciplines and extracurricular activities of Ecological Generation can all effectively implement the concept of ecological citizenship in the learning environment. (Syahri et al., 2022) also emphasizes the importance of environmental citizenship, which entails living sustainably to ensure the well-being of both present and future generations. This involves making conscious choices to reduce one's ecological footprint and supporting environmentally friendly practices. Education plays a crucial role in shaping individuals' understanding, attitudes, and skills toward environmental sustainability, empowering them to take informed and responsible action.

In the context of the Pancasila Student Profile Strengthening Project (P5), the connection with a sustainable lifestyle is to make students aware of the importance of reducing negative impacts on the environment through daily choices. Sustainable citizens practice three main things namely sustainable purchasing, reduced consumption and green mobility. Those active in these practices have strong civic norms and want to promote social-ecological change. P5 can be a platform for forming a strong environmentally conscious attitude among students,

leading to the adoption of a sustainable lifestyle that is responsible and has a positive impact on the environment (Lestari et al., 2023).

4. CONCLUSION

Strengthening Project for Pancasila Student Profile, centered on the theme Sustainable Lifestyle and enacted at SMAN 1 Bandung, aimed to instill in students a deep sense of responsibility towards environmental conservation. This initiative sought to go beyond mere theoretical understanding by actively engaging students in practical experiences that underscored the importance of preserving the environment for future generations.

The design of the "SMANSA Nyaman" project module was meticulously crafted to integrate ecological citizenship competencies. This involved a comprehensive mapping of the dimensions of the Pancasila Student Profile to ensure alignment with the goals of the project. Additionally, the module incorporated a variety of activities that provided students with real-world experiences, thus enabling them to develop a holistic understanding of their roles as environmentally responsible citizens.

Through the implementation of this project, it was anticipated that students would not only gain knowledge about environmental issues but also cultivate essential character traits. These included qualities such as faith, devotion to God, moral integrity, collaborative spirit, and creativity, all of which are essential for contributing positively to society and the environment. Furthermore, the integration of knowledge, skills, and environmentally conscious attitudes within the project framework was seen as instrumental in enhancing students' awareness of the importance of sustainable environmental preservation. By actively involving students in projects that promote environmental stewardship, it was believed that they would develop a profound sense of responsibility towards protecting the planet and ensuring its sustainability for future generations.

In conclusion, the Projek penguatan profil pelajar Pancasila with a focus on Sustainable Lifestyle at SMAN 1 Bandung represented a holistic approach to education that aimed to nurture environmentally conscious citizens who are equipped with the knowledge, skills, and values necessary to address pressing environmental challenges.

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