

Forming Ecological Citizenship Attitudes in Aquatic Environment Schools

Dian Agus Ruchliyadi¹, Rabiatul Adawiah²

¹ Universitas Lambung Mangkurat, Banjarmasin, Indonesia, Email: dianagus@ulm.ac.id

² Universitas Lambung Mangkurat, Banjarmasin, Indonesia

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ABSTRACT

The discourse surrounding environmental issues in Indonesia has been ongoing for a considerable duration. However, the endeavours undertaken by various segments of society, such as the environmental activist community or the promotion of environmental awareness in schools, have not yet reached their full potential. The aim of this study was to examine the techniques implemented by schools, particularly those located near the Banjarmasin City River, in order to cultivate an ecological civic mindset. This study utilises a qualitative research approach. Data collecting encompassed the utilisation of interviews, questionnaires, observation, and documentation. The obtained data were analyzed using techniques for interactive model analysis. This study was conducted at Public Elementary Schools and State Junior High Schools in Banjarmasin City that are close to the river. The results of this study indicate that the ecological citizenship of students in the city of Banjarmasin at the elementary school level is very good 9%, good 54%, bad 36%, and very bad 1%. For junior high school level are: very good 1%, good 39%, bad 36% and very bad 24%. The role of schools in forming ecological citizenship, namely: teachers and education staff become examples for students, carrying out Clean Friday and Healthy Friday programs every week that all school members must follow; integrating through fields of study, asking students to check the cleanliness of the classroom before learning begins, requiring traders in the school environment to provide paper or leaf wrappers, collaborating with the Forest Community Forum (FKH) and giving appreciation to students by selecting cleanliness ambassadors every year.

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Corresponding Author:

Dian Agus Ruchliyadi

Universitas Lambung Mangkurat, Banjarmasin, Indonesia, dianagus@ulm.ac.id

1. INTRODUCTION

The environment is essential for improving the quality of human existence. The environment encompasses all elements external to human beings that are interconnected with human existence. The environment encompasses all elements of the natural world that have a direct or indirect impact on human survival and overall welfare, including interactions with other living organisms. The 21st century is characterised by a widespread commitment to environmental restoration driven by a deep

affection for the earth and its entire ecosystem. The relentless expansion of industrial growth across all sectors has encroached onto territory that ought to be allocated for environmental preservation and long-term viability (Arikhah, Sessiani, Makmun, Safitri, & Zuhri, 2022). Nevertheless, the degradation of the environment seems to be deteriorating on a daily basis, primarily as a result of illicit deforestation and the overexploitation of natural resources without adequate conservation measures. Education is essential for promoting environmentally responsible behaviour by cultivating individuals' sense of responsibility, knowledge, comprehension, skills, and values that contribute to the development of a sustainable and environmentally friendly world. Individuals with a higher degree of education demonstrate a stronger concern for the environment and are more likely to engage in ecologically responsible behaviours because they are more aware of the potential adverse effects. There exists a link between knowledge, attitudes, and behaviour, indicating that as information increases, attitudes are likely to be impacted (Didham & Ofei-Manu, 2020).

Rapid technological advancement in a number of fields has had both positive and negative effects on the environment. One of the adverse effects is the occurrence of environmental degradation, which results in a decline in environmental quality (Sparkman & Attari, 2020). Damage to the environment is characterized by the depletion of land, water, and air resources, the extinction of wildlife, and the destruction of ecosystems. In the current era, environmental degradation has become a very troubling problem for everyone and a global concern. This is supported by Nagra, who argues that environmental degradation is a global catastrophe for all nations in the twenty-first century because its effects transcend national boundaries (Rawtani, Gupta, Khatri, Rao, & Hussain, 2022). The environment is one of the natural resources that play a crucial role in the survival of all God's creatures, including humans. Therefore, this condition poses a grave threat to human life. The environment is a spatial unit containing all objects, forces, conditions, and living things, including humans and their attitudes, which influence the continuation of existence and the well-being of humans and other living things (Mitchell & Chaudhury, 2020).

Ecological citizenship refers to possessing the drive, self-assurance, understanding of principles, practical knowledge, and capability to actively engage in environmentally conscious civic participation. Ecological citizenship entails equipping individuals with the requisite knowledge, competencies, and mindsets to discern their environmental values and objectives, and to act in accordance with their understanding of the ensuing ramifications (Sarid & Goldman, 2021). Furthermore, the concept of environmental citizenship encompasses a comprehension of ecological matters, the rights and obligations of individuals in relation to environmental concerns, and proactive measures taken to not only tackle environmental problems but also foster constructive and sustainable human engagement with the surrounding environment (Georgiou, Hadjichambis, & Hadjichambi, 2021). Based on the aforementioned description, it can be inferred that the significance of collaborative endeavours including the government, educational institutions, and the community, is crucial in ensuring the efficacy of initiatives aimed at fostering ecological citizenship. Ecological citizenship refers to the concept of individuals behaving in an ethical and responsible manner towards their environment, demonstrating wisdom in the protection, management, and preservation of the natural world (Prasetyo, Kamarudin, & Dewantara, 2019).

Lack of understanding regarding the overlap of ecological literacy citizenship and literacy citizenship results in citizens, on the one hand, understanding the concept of ecological literacy but on the other hand not being able to act towards the environment. The environmental citizenship framework comprises five essential components that must be cultivated to prevent redundancy, as outlined below. 1) Civic literacy encompasses a comprehensive understanding of important social, economic, cultural, and political systems, achieved through the application of critical thinking skills (O'Neil et al., 2020). 2) Ecological literacy involves a deep understanding of ecological systems and the ability to think ecologically. It also requires an understanding of the interplay between ecology and society. 3) Value awareness refers to being conscious of one's personal values regarding the environment and being able to connect these values with practical knowledge and wisdom in order to

make informed decisions and take action. 4) Self-efficacy entails having the ability to learn and take action based on one's personal values and interests in the environment (Gould & Schultz, 2021). 5) Practical wisdom involves possessing both wisdom and practical skills to make decisions and take action regarding the environment. Ecological citizenship seeks to cultivate a global community of individuals who possess a deep understanding of environmental issues and are capable of acting responsibly and exhibiting positive behaviours when it comes to dealing with and caring for the environment (Olsen, Miller, Eitel, & Cohn, 2020).

Environmental difficulties are inherent issues that arise as a result of natural processes. Presently, it is no longer feasible to consider environmental issues as solely occurring spontaneously, as humans play a substantial role in causing environmental degradation. According to Avatara, the present environmental degradation is a result of human errors in perceiving and exploiting natural resources (Costa et al., 2021). According to Sudarmadi, one of the main reasons for environmental harm is the prevailing lack of public understanding regarding environmental management. Environmental issues can be regarded as ethical dilemmas, stemming from human actions that impact the quality of the environment. The behaviours and activities of humans in their contact with the environment can have an impact on changes in the environment (Chin, De Pretto, Thuppil, & Ashfold, 2019). An influential factor contributing to environmental issues is the escalating pace of population expansion, coupled with the advancement and industrialization pursued to meet human needs. Unfortunately, this approach has resulted in adverse consequences, particularly the occurrence of environmental pollution in interconnected patterns (Balsalobre-Lorente, Abbas, He, Pilař, & Shah, 2023).

Environmental degradation arises from both natural phenomena and human actions. Yuniarto further asserted that environmental harm is not only a result of natural elements, but also due to the lack of knowledge among residents in their attempts to protect the environment for present and future life. According to Article 5, paragraph (3) of Law No. 23 of 1997 on environmental management (UUPLH), individuals are entitled to actively participate in environmental management. The purpose of this regulation is to enable citizens to actively contribute to the preservation of the environment (Manisalidis, Stavropoulou, Stavropoulos, & Bezirtzoglou, 2020).

Despite the fact that environmental preservation is legally mandated, there is still a lack of environmental consciousness. Especially in urban areas, this dearth of awareness exacerbates the environmental crisis. Citizens' irresponsible actions precipitated the ecological crisis. According to Prasetiyo and Budimansyah, the primary cause of environmental damage is a dearth of environmental protection and preservation awareness on the part of the general population. In addition to a lack of awareness, the improper behavior of citizens toward the environment also contributes to the problem (Nguyen & Jones, 2022). Widespread evidence from daily life, such as littering and illicit logging, and the disparity between the development of the physical sector and environmental conservation efforts indicate an unequal condition. Increasingly indifferent human behavior toward environmental sustainability will have an impact on human life itself. Behaviors such as pollution, dumping trash in rivers, felling trees without replanting them, and setting fire to forests are detrimental to environmental sustainability. As Daniel stated, human behavior characterized by a frontier mentality is the primary cause of the devastation of the natural world. To protect the environment and prevent its deterioration, this type of behavior must be stopped (Bennett et al., 2023).

Many ways can be done to provide a good understanding of the environment for each individual, including through formal educational institutions or schools. As an educational institution, schools are expected to be able to contribute to the implementation of environmental education for students so that it will foster concern for the environment (Admiraal, Schenke, De Jong, Emmelot, & Sligte, 2021).

The existence of a good understanding of the environment is expected to give birth to awareness to learn to be responsible and have a positive attitude towards the environment. These students will become leaders and make policies in preserving and preserving the environment. Schools must create a conducive atmosphere by paying attention to aspects of loving the environment. This kind of policy will certainly shape the effectiveness of learning and a conducive school climate. A good and positive

climate will also create good and effective schools, which include the physical environment, social environment, and cultural environment (Kumar, Prakash, & Kumar, 2021).

A significant amount of research has been conducted on the concept of ecological citizenship. One such study, conducted by Sari, Samsuri, and Wahidin in 2020, focuses on the enhancement of ecological citizenship to foster environmental resilience in Yogyakarta. The study findings indicate that enhancing ecological citizenship for the purpose of building environmental resilience involves various measures such as the management of the Gajah Wong River, tree planting, independent waste management, communal wastewater treatment plants, green open spaces, Krida parks and cross-cultural parks, libraries and WiFi parks, as well as the utilisation of alternative energy sources. In their study, Pertiwi and Samsuri (2017) performed additional research to investigate the development of ecological competence using contextual and problem-based learning approaches in the setting of Junior High School Civic Education. The study's findings indicate that implementing contextual learning models has an impact on the growth of students' ecological competence in Civics courses. In 2020, Manikam did a follow-up study on the development of ecological citizens in Surakarta, focusing on the acquisition of Amdal knowledge. The research findings suggest that possessing Amdal knowledge is essential for the development of ecological citizenship. While there has been considerable research on ecological citizenship, this study is the first to establish a connection between ecological citizenship and the development of ecological citizenship in aquatic environments.

2. METHODS

The investigation was carried out at Banjarmasin City, located in South Kalimantan. Due to the significant susceptibility of children whose schools were placed on the river's banks to engage in the behaviour of littering in the river, the research sample was comprised of schools located on the river's banks. This inquiry is of a qualitative nature. According to Moleong (2007), qualitative research is a scientific approach that aims to understand a phenomenon within its natural social setting by emphasising detailed communication between the researcher and the phenomenon being studied. According to another description by Saryono, qualitative research is employed to examine, uncover, depict, and elucidate the aspects or attributes of social influence that cannot be explicated, quantified, or defined using quantitative approaches. Put simply, all observations made in the field are then converted into written form, exposing the genuine role of the school in promoting ecological citizenship among students. Data collection involved the utilisation of observation, questionnaires, in-depth interviews, and documentation. The gathered data was subsequently analysed using descriptive and qualitative methods.

3. FINDINGS AND DISCUSSION

3.1 Conditions of Concern for the School Environment in Banjarmasin

Indonesia, as an emerging country, faces various environmental issues including water and air pollution, illegal deforestation, limited water resources, soil deterioration, and waste management problems. The country's ecological challenges can be attributed to the fundamental issue of insufficient environmental consciousness among Indonesians, as evidenced by multiple studies. Environmental issues might be considered moral concerns due to their reliance on human activities for their resolution. Chin, De Pretto, Thuppil, & Ashfold (2019) argue that human conduct and actions in relation to the environment can have an impact on environmental changes. Given that students represent the future of Indonesia's struggle, it is crucial that they, along with other residents, prioritise environmental conservation, particularly of wetlands.

The researcher initially investigated the cleanliness of the school environment in order to assess the pupils' ecological citizenship. One participant, identified as S, who works as an elementary school

teacher, stated that the school's pools and gutters were exceptionally clean. This was attributed to the practise of involving the children in cleaning duties under the supervision of the teachers. For instance, the children were responsible for clearing blocked ditches and maintaining the cleanliness of the pool. The environmental circumstances surrounding the school, including the river located in close proximity, are unsuitable for utilisation. Consequently, instructors and pupils habitually allocate every Friday to the task of tidying up the vicinity adjacent to the school, encompassing locations along the riverfront. There is a significant amount of waste, particularly plastic, according to reports. A significant number of inhabitants residing around the river's boundaries also discard their waste in the watercourse.

Statement S implies that the school's surrounding environment is notably clean, as students take turns in cleaning it. CH, another participant who worked at a school located next to the river, had the view that there was minimal disparity. According to him,

"Regarding the cleanliness of the river near our school, we can confidently state that it is clean. This is due to the fact that the river in question is a significant waterway utilised by the local population for their daily necessities. Therefore, the cleanliness of the river in this area can be considered commendable."

DP, a teacher with six years of experience in a primary school located in close proximity to the river, has also made the same claim, as they have been teaching for six years. According to him,

"Fortunately, we have successfully maintained the cleanliness of the river in the school environment due to our diligent efforts as teachers in consistently reminding the children to uphold the cleanliness of the river."

A similar statement was made by F who said that

The majority of students at this school reside in the vicinity of the river, with over 70% of them originating from the Barito Kuala region. The majority of pupils reside in close proximity to the river, and their behaviour when observing their surroundings will mirror the characteristics of their environment. However, in this educational institution, we are instructed to prioritise the preservation and well-being of the environment.

Then it was said that

"We take all necessary precautions to ensure that youngsters do not litter in order to safeguard them. We have trained students to maintain the river clean and not to dump trash into it, so in that sense, their behaviour in relation to river management has been good."

Things that were not much different were also stated by AI, one of the respondents who taught at a junior high school in Banjarmasin City said that

"Based on my observations, the current situation has been relatively tidy so far due to the school's Friday programme, which involves activities aimed at maintaining cleanliness in the school environment. Typically, students are instructed to remove litter in the vicinity of the nearby river, which is in close proximity to our school."

However, a different answer was given by Mrs. S, the school principal at SMP Negeri 32 who stated that

"Upon initial observation, I notice that the riverbank adjacent to SMPN 32 Banjarmasin school is densely populated with residential dwellings that are arranged in a linear fashion along the riverbed. As a result, the river is nearly enclosed, making it difficult to ascertain its cleanliness. Nevertheless, upon observing the riverbanks, one can discern a substantial presence of Galam wood and several other types of timber that are shipped for trading purposes. Consequently, a portion of this timber debris is inadvertently left behind in the river. In addition, as a recent transfer to this school and a

non-native resident, I have only been here for over a month. Consequently, my understanding of the river's current state in the vicinity of this school is still limited. Nevertheless, we shall commence enhancing in the forthcoming times.

Furthermore, F, an integrated science teacher from SMP Negeri 29, also expressed a like viewpoint.

"SMP Negeri 29 located in close proximity to the Alalak River. The river in this area can be described as contaminated, as it contains a significant amount of debris. This debris becomes visible when the water level rises, as it floats to the surface. This trash problem has been persistently unresolved for a considerable period of time, not just recently. The content expressed by F was mostly consistent with the teachings of MJ, an experienced elementary school educator. He asserted that the cleanliness of the river near the school is not up to 50%, indicating that the number of individuals who lack awareness of environmental cleanliness remains limited. This is evident from the observation that a significant number of individuals continue to dispose of waste in close proximity to the river, which is also in close proximity to the school. It is evident that there is a significant deficiency in public understanding.

According to the feedback from certain participants, it is feasible to categorise the cleanliness of the vicinity surrounding the subject of investigation as either pristine or somewhat unclear. Most schools with unhygienic conditions are located in heavily populated regions in close proximity to rivers. On the other hand, schools that have a pristine environment are situated at a considerable distance from a river. Aside from conducting interviews, the researchers administered questionnaires to a total of 297 students, consisting of 146 elementary school students and 151 junior high school students, in order to ascertain the environmental concerns held by pupils. The analysis of the questionnaire reveals that the caring attitude of elementary school students is lacking. Out of the 151 selected samples, 37 percent displayed negative attitudes towards the environment, while 1 percent displayed extremely negative attitudes, as shown in the figure below:

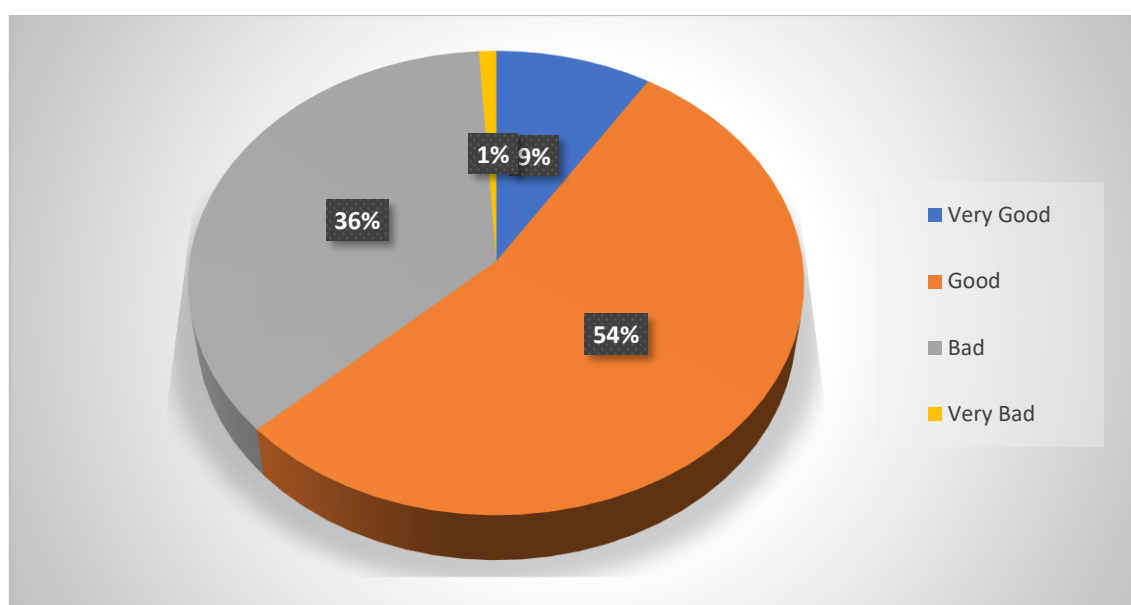


Figure 1. Percentage of Ecological Citizenship Images

Similarly, there is little variation among junior high school pupils. Out of the 146 samples that were chosen, it was discovered that 36 percent had a negative disposition towards the environment, while 24 percent displayed an extremely negative attitude. This data is illustrated in the accompanying figure:

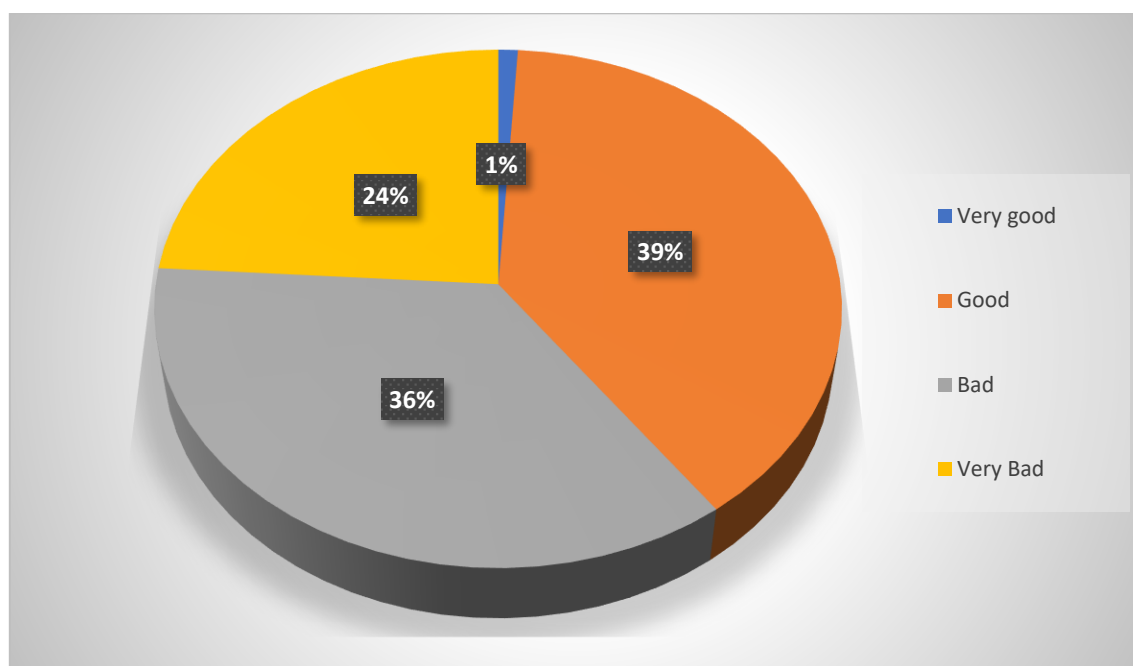


Figure. 2 Percentage of Ecological Citizenship Characteristics of Junior High School Students

3.2 Forming Student Ecological Citizenship Attitudes

The teacher has a crucial role in creating the attitude of ecological citizenship in schools. DPJK, an experienced educator of nearly 6 years, emphasised the significance of instructors fostering a sense of environmental consciousness. DPJK declared that

"It is crucial to instill environmental awareness in children from a young age, particularly those living near river banks. This will help them become individuals who prioritise the protection of their surrounding environment and pay close attention to the cleanliness of the river."

The same thing was also stated by Mrs. CH, who said:

"Understanding the cleanliness of the river is crucial for us to provide, as it is closely connected to the students' local environment."

A statement about the importance of instilling students' concern for the environment was also made by YA, who is the school principal at SDN Banjarmasin who said:

"It is crucial to cultivate a compassionate mindset in students towards the environment as it fosters a profound comprehension in children and serves as the foundation for developing positive habits, particularly in relation to waste management, ethics, and etiquette." In the absence of moral and ethical principles, it becomes challenging to engage in positive actions such as maintaining a clean environment, particularly addressing the issue of waste disposal. Therefore, this elementary school holds significance as it serves as the foundation for the development of one's character. We urge implore class teachers to allocate at least one session throughout that week to offer counsel, guidance, and instructions pertaining to the development of children's character, particularly in relation to environmental concerns."

The school principal, NI, also stressed the importance of cultivating disciplined attitudes and behaviour to ensure the cleanliness of the river. He claimed that instilling a compassionate mindset towards the environment may modify his conduct, enhance his regard for hygiene, and result in a cleaner educational atmosphere. S agrees with NI, asserting that it is imperative to cultivate the practise of maintaining the cleanliness of the river at the earliest opportunity, especially among youngsters residing along its banks. This will prevent them from disposing of waste into the river and ensure the

cleanliness of their immediate environment. By instilling in youngsters the habit of disposing of rubbish in the appropriate place, their environmental consciousness and understanding of local rivers will be heightened.

Mr. M, an experienced educator with over 18 years of teaching experience, also expressed a similar viewpoint. He emphasised the utmost significance of the environment in the learning process, not only in science subjects but also in other subjects that aim to cultivate an environmentally conscious mindset. Therefore, it is crucial for us to impart knowledge about the maintenance of river cleanliness to children. AIP also provided a like response, contending the significance of cultivating a compassionate disposition towards rivers. It is important to teach children from a young age about the significance of caring for the river, so that they develop an awareness of protecting the surrounding environment. Since many of them reside near the riverbanks, they should be particularly attentive to maintaining the cleanliness of the river in their vicinity. MJ also made the same statement. He emphasises the significance of adopting a compassionate approach towards the environment and cherishing it consistently without causing harm to the natural surroundings. Furthermore, an individual who demonstrates conscientiousness towards the environment also contributes to safeguarding and conserving it. By doing so, it will yield long-lasting advantages.

The importance of keeping the river clean was also stated by F, who said that.

"The river is a crucial ecosystem. If it becomes contaminated with excessive garbage, it can lead to floods and the spread of diseases among the people living near its banks. Additionally, the accumulation of garbage in the river significantly impedes its flow."

Based on the statements provided by the respondents, it can be inferred that they unanimously recognised the significance of imparting to kids, starting at a young age, the value of maintaining a clean environment, which encompasses the preservation of the river's cleanliness. The school implements a range of programmes to cultivate students' strong commitment to environmental preservation. According to the DPJ, as part of the environmental maintenance programme, participants are instructed to clean the surrounding environment before beginning their learning activities. This includes cleaning the classroom terrace, classroom and front yard of the class. The purpose is to ensure a clean environment for effective learning. CH, an experienced teacher with 14 years of teaching experience, made a comparable statement. According to CH, it is mandatory for children to clean up the school yard before entering the class. Additionally, CH emphasised the importance of maintaining cleanliness within the classrooms. Therefore, it is imperative to ensure that the surroundings are hygienic before commencing any learning activities with them.

Efforts to form a good attitude of concern for the environment are also carried out by integrating character values in each subject. As YA said that:

"Each homeroom teacher has their own curriculum, particularly the challenge of maintaining a pristine environment." While there may not be dedicated courses on the environment, it is integrated into every subject, hence fostering the development of one's character.

Meanwhile, another respondent, NI, stated that:

"there is no special school program to clean up the river but to maintain the cleanliness of the school environment, we usually hold a clean Friday every Friday morning. For example, the teacher does sports first with the students and after that, the students are asked to clean up the trash." The Clean Friday activity also said by MJ that "at school, there is a Clean Friday program to make students aware of environmental maintenance at school and also participate in the Adiwiyata school program."

A thing that is not much different was also stated by AIP that the school did not carry out a program specifically to clean up the river environment, but to get students used to keeping the environment clean, every day before starting learning, the teacher directed students to clean the

surrounding environment, starting from the front of the class terrace, classrooms, front yard of the class, to keep the environment clean so that the learning process can take place properly.

A different opinion was put forward by S, who said that because our school is an Adiwiyata school, this was realized, such as carrying out GerNit (Five Minute Movement) activities to clean up trash in the school environment which was carried out before class time; utilization of rainwater by providing rainwater reservoirs for watering plants as a form of saving water, as for class activities such as giving picket assignments to each group of students, such as pickets watering plants, cleaning stagnant larvae, pickets cleaning and sweeping classes. Clean Friday and healthy Friday activities. Then from these activities, we give appreciation to the children in the form of making them ambassadors for class cleanliness, plant ambassadors, and ambassadors for their respective cleanliness departments. So, from this the children are enthusiastic about carrying out cleaning activities, this shows the effectiveness of the activities we carry out.

Another thing was done by M, a public junior high school teacher who has been teaching for 18 years. He stated that one of the things the school did to keep the school environment clean was to ask food vendors not to provide merchandise wrapped in plastic wrap. Instead of wrapping food in paper. However, food vendors are allowed to provide glass containers and bowls to serve the food/drink, and children here are encouraged to bring plastic bottles/tumblers. While the Fh said that

"the program is carried out is clean Friday. In this activity, we teach children how to manage the environment, and how to manage waste, such as organic, inorganic, and hazardous waste."

Another respondent, Mrs. Rh, who had just served as a school principal, said that she would make her school an Adiwiyata school. Therefore, the school environmental hygiene program is a priority that must be implemented. She then stated that:

"I would follow the example of the program carried out at the previous school, namely once a week working together or community service to clean up the school environment and its surroundings. So, in these weeks, I will also hold a meeting again with the teacher council to discuss this matter, for example, the cleaning activities which are carried out every Saturday. And I believe that if this program is carried out properly and regularly every week, it will instill and increase students' concern for the cleanliness of the environment around the river".

To support the role of schools in providing an understanding of the ecological citizenship of wetlands, one of the respondents, namely Mr. M, said that

"in my opinion, the most appropriate strategy is to provide a direct example to his students, because it is useless if we only remind them without giving a direct example. would be a waste."

Mrs. S concurred with the notion that the most effective approach to instilling a sense of responsibility in children for preserving the river's purity is to demonstrate genuine attitudes and behaviours through concrete examples. Additionally, we frequently offer counsel to customers in order to align their expectations. Our kids will be motivated by their moral compass and consciousness to imitate every behaviour that we teach them at school, including taking responsibility for the cleanliness of the river. Furthermore, another participant, F, contributed by stating:

"In my view, the optimal approach was to educate children in schools." Due to the lack of direct access to the river, we aim to enhance students' consciousness regarding river hygiene, particularly because a majority of them reside along riverfronts. Consequently, we consistently prioritise imparting knowledge and fostering comprehension regarding the significance of maintaining river cleanliness. For instance, during science classes on pollution, students are taught about the significance of maintaining river cleanliness. This knowledge can be directly applied by students in their immediate environment and at home.

Regarding initiatives to support the programme implemented in each school, Mr. M elucidated that endeavours were underway to cultivate a sense of responsibility among students towards maintaining the cleanliness of nearby rivers. In this instance, the school collaborated with the Forest Community Forum (FKH), an NGO. During various events, such as the recently conducted MPLS activity, FKH also offered guidance to imbue children with an appreciation for their surrounding environment.

In line with the previous explanation, Mrs. MJ explained:

"the school's efforts to encourage students to bring eating and drinking utensils to school and insert environmental learning during learning takes place. The same thing was also stated by Mrs. F that teachers' efforts to make students care about the cleanliness of the river directly do not exist, except for the cleanliness of the school environment. If the river is clean, we don't even dare to go straight to the river, it's just that we teach the children not to throw garbage into the river."

Based on the arguments provided by several respondents, it can be inferred that schools have employed diverse methods to cultivate a compassionate attitude in pupils towards the environment. The true worth of an individual's environmental consciousness lies in its alignment with their understanding of the environment, personal principles, and proactive disposition. These characteristics are influenced by intention and situational elements, among other factors. Studying worldwide environmental problems and creating strategies to tackle them are the fundamental principles of environmental awareness, which subsequently enhances the sustainability of actions and behaviours (Ahmad, Kim, Anwer, & Zhuang, 2020).

3.3 Education to Build Environmental Care Character

There has been much talk about environmental problems in Indonesia for quite some time, but neither the environmental activist community's efforts nor the educational system's efforts to raise awareness of these issues have been particularly effective. Evidence of this can be seen in the limited coverage of civics and other topics covered in school curricula. Knowing what ecological citizenship is and how it works is crucial (Koehrsen, 2021). Every person or citizen, according to Prasetyo and Budimansyah (2019), has the same rights and duties to protect the environment. Compared to what was observed in the field, this demonstrates that the behavior of a number of children in relation to the students' concern for the environment is not as encouraging as anticipated. Even at the elementary school level, there are still a significant number of pupils with a concern for the environment that is detrimental. From the selected sample, it was determined that 37% of students had negative attitudes toward the environment, with 1% being extremely negative.

This phenomenon is also exacerbated by the lack of government promotion, the limited role of schools regarding efforts to form an ecological state, and the lack of awareness of citizens in their role as part of ecological citizenship so that environmental issues do not get more attention in society. Georgiou et al. (2022) stated that achieving goals in the context of preventing environmental damage can be done by a variety of factors, both external and internal. Political interests, social media, place of residence, and various aspects of human life are factors that have a significant influence on an individual's attitude to prevent environmental damage.

Therefore, ecological citizenship becomes very important to be understood and practiced by every citizen to preserve the environment in their respective areas (Sarid & Goldman, 2021). Ecological citizenship is closely related to the level of organization of living things in the form of ecosystems, communities, populations, and all that are mutually sustainable. Under these conditions, the concept and movement of citizenship ecology must be supported to continue to be instilled in every Indonesian citizen, especially in the context of forming a generation of people who understand protecting the natural environment. The attitude of caring for the natural environment as a form of environmental resilience must be guided by several things, namely: preventing and saving natural resources from pollution and damage; avoiding actions that can cause pollution, damage health, and the environment;

making the best use of renewable or non-replaceable natural resources; maintain and improve the environment for future generations.

Practical steps that can be taken to build awareness and concern for the environment, namely (1) starting and getting used to the daily lives of individuals in society; (2) strengthening the environmental care attitude of the family in the form of examples of positive treatment that has an impact on environmental preservation such as getting used to not littering, sorting waste according to its category, and participating in village community service activities together every Sunday morning; and (3) cooperation with educational authorities to strengthen environmental awareness using the habituation method in the school environment. The environment in which the individual lives has a significant influence on the individual's habituation in his daily life. Therefore, strengthening ecological citizenship as a form of environmental resilience must be supported by all parties to create a habit of caring for the consistent environment.

Education is the starting point for forming people who do not know to know through experience and changes in behavior (Didham & Ofei-Manu, 2020). Starting from the ideas of John Dewey who argued that the educational experience in question is a tool for social change. One of the social changes found is environmental or ecological issues. To achieve the goals of social change in schools, one of the things that can be done is through active learning involving the active participation of students so that they can be critical and responsive to environmental issues. In this case, it can be seen in its application that teachers who teach around the riverbanks of the city of Banjarmasin say that student participation in protecting the environment, especially the river environment, is very important, besides being a necessity for students to be responsive to environmental issues, in addition, it can shape the character of children so that they are aware of the need to safeguard the surrounding environment. Moreover, because children primarily reside along riverbanks, they must naturally pay more attention to the cleanliness of the river in their vicinity.

The concept of ecological citizenship has a role in building the character of caring for the environment in the younger generation. The concept of ecological citizenship is a movement that can be carried out by the world of education and society in fostering individual concern for environmental sustainability. The results of the analysis found through interviews state that the role played by the school is so that students care about the cleanliness of the surrounding river, in this case, the school cooperates with the Forest Community Forum by participating in providing counselling to instill in children to love the environment. This shows that the role of the school is to bring about a change in the old paradigm into the current new paradigm, namely to provide educational programs that not only transfer knowledge but are also capable of producing behavioral changes. In other words, focusing only on knowledge will not provide citizens with the skills to combat environmental problems.

The movement for the preservation of natural resources in the City of Banjarmasin has also experienced problems in the field of environmental management and preservation. The results of a questionnaire distributed in a number of elementary and secondary institutions indicate that the behavior of a number of students regarding their concern for the environment is not as encouraging as anticipated. There are still many pupils who have a concern for the environment that is detrimental to its health. From the selected sample, it was found that 37 % of students had a bad attitude toward the environment and 1% had a very bad attitude.

Efforts to form ecological citizenship must be a shared responsibility by the government, schools, and the community. Issues regarding the environment must become a global problem that is currently happening in all regions of the world, one of which is Indonesia. The formation of the character of caring for the environment can be started from the school environment by keeping the school clean. With the habit of students taking care of the school environment, students will care about the environment around them. Programs that are usually carried out at schools contain elements of K3 (cleanliness, beauty, tidiness), including picketing together in class and the school environment as well as learning to care for plants and look after them.

The concept of ecology is very important in efforts to develop thoughts or ideas that are closely related to the ethical and moral procedures of citizens towards their environment in a responsible manner capable of being wise in protecting, managing, and preserving the environment. To achieve this goal five important components are starting from citizenship literacy, ecological literacy, value awareness, self-efficacy, and practical wisdom. The strategy for forming ecological citizenship includes (1) the formation of ecological citizenship through schooling starting from increasing teachers' understanding of ecological literacy, forming ecological citizenship through eco literacy-based civics education in schools and projects outside the classroom; and (2) the Formation of ecological citizenship through society in the form of communities or environmental activists to achieve the goals of ecological citizenship.

Teachers in Banjarmasin's public schools use this idea to great effect by setting a good example in their own attitudes and actions. Then, make sure to provide students frequent updates with the hope that they will be ethically motivated to follow the rules and help maintain the river's natural beauty. This remark aligns with Huckle's belief that teaching students to be environmentally conscious requires them to actively participate in maintaining a clean environment. The instructor sets the example for the behaviour that pupils are expected to emulate in order to protect the environment. The way kids act, which they mimic from their carers, is a good indicator of this. To the extent that a teacher actively protects the environment as an example for their students, the students will infer this behaviour and eventually make it a habit to do the same.

4. CONCLUSION

The ecological citizenship of students in the city of Banjarmasin at the elementary school level is: very good 9%, good 54%, bad 36%, and very bad 1%. For junior high school level are: very good 1%, good 39%, BAD 36% and very bad 24%. Schools play a crucial role in cultivating ecological citizenship. This is achieved through various means, such as teachers and education staff serving as role models for students. They actively participate in weekly programmes like Clean Friday and Healthy Friday, which are mandatory for all school members. Additionally, ecological citizenship is integrated into the curriculum by incorporating activities that promote environmental awareness. For instance, students are required to inspect the cleanliness of the classroom before commencing their studies. Furthermore, traders within the school premises are obligated to provide paper or leaf wrappers to minimise waste. Schools also collaborate with the Forest Community Forum (FKH) to further promote ecological citizenship. Lastly, students are recognised for their efforts in maintaining cleanliness by being selected as cleanliness ambassadors on an annual basis. In order to foster an ecological civic perspective, this research focuses solely on the strategies employed by schools, especially those situated near the Banjarmasin City River. It can take a different tack in our future studies to better understand how school initiatives affect students' environmental consciousness.

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