

Environmental Education Practices in Indonesia: A Review

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Abstrak

Analisis menyeluruh ini mengeksplorasi situasi pendidikan lingkungan di Indonesia, dengan meninjau perkembangan sejarahnya, kerangka kerja saat ini, dan upaya-upaya penting yang dilakukan. Pendidikan lingkungan yang efektif sangat penting mengingat keanekaragaman hayati yang luar biasa dan berbagai ekosistem di Indonesia. Sebagai negara dengan populasi terbesar keempat di dunia, Indonesia menghadapi masalah lingkungan akibat eksploitasi sumber daya yang besar, industrialisasi, dan urbanisasi yang cepat. Terdapat kebutuhan mendesak untuk pendidikan lingkungan yang kuat karena masyarakat perlu dibekali dengan pengetahuan dan keterampilan untuk secara aktif mendukung praktik-praktik berkelanjutan. Artikel ini melacak perkembangan kebijakan pendidikan lingkungan di Indonesia, dengan meninjau fondasi sejarahnya dan bagaimana kebijakan tersebut diintegrasikan ke dalam sistem pendidikan formal negara, termasuk desain kurikulum dan strategi pengajaran. Selain pendidikan formal, analisis ini menyoroti peran yang dimainkan oleh LSM, proyek berbasis komunitas, dan kerja sama pemerintah dalam meningkatkan kesadaran lingkungan. Tinjauan ini berusaha untuk menentukan area yang perlu ditingkatkan dan mengevaluasi efektivitas prosedur yang ada dengan menilai berbagai pendekatan. Merumuskan ide-ide untuk meningkatkan literasi lingkungan dan mendorong masyarakat yang lebih sadar lingkungan di Indonesia memerlukan pemahaman tentang kekuatan dan kelemahan negara saat ini. Tinjauan ini memberikan kontribusi yang signifikan terhadap diskusi terkini tentang pendidikan lingkungan dengan menyoroti peran penting yang dimainkannya dalam mempromosikan masa depan berkelanjutan bagi semua orang, tidak hanya di Indonesia tetapi juga dalam skala global yang lebih luas.

Keywords: Lingkungan, Pendidikan, Indonesia.

Abstract

This thorough analysis explores the situation of environmental education in Indonesia, looking at its historical development, present frameworks, and notable efforts. Effective environmental education is essential given the great variety and various ecosystems of Indonesia. Indonesia, the fourth most populated nation in the world, has environmental problems because of heavy resource exploitation, industrialization, and fast urbanization. There is an urgent need for strong environmental education since society needs to be raised with the information and abilities to actively support sustainable activities. This article tracks the development of Indonesia's environmental education policies, looking at their historical foundations and how they were incorporated into the country's formal educational system, including curriculum designs and instructional strategies. In addition to traditional schooling, the analysis highlights the roles played in raising environmental awareness by NGOs, neighborhood-based projects, and government cooperation. The review attempts to determine areas for improvement and evaluate the efficacy of current procedures by evaluating different approaches. Formulating ideas to improve environmental literacy and foster a more environmentally conscious society in Indonesia requires an understanding of the country's current strengths and weaknesses. This review contributes significantly to the current discussion on environmental education by highlighting the critical role that it plays in promoting a sustainable future for everyone, not just in Indonesia but also on a larger global scale.

Keywords: Environmental, Education, Indonesia.

Introduction

Indonesia, the world's fourth most populous nation, has unique environmental problems because of heavy industrialization, rapid urbanization, and widespread resource exploitation (Yahman & Setyagama, 2023). The necessity of developing a

society that is not only conscious of environmental challenges but also possesses the knowledge and abilities to actively participate in sustainable practices emphasizes the critical need for effective environmental education (Schild, 2016). The purpose of this research is to investigate the

complexities of Indonesian environmental education policy, following its historical development from pioneering efforts to current frameworks. Additionally, it looks at how environmental education is incorporated into the formal educational system, including a review of the curriculum's structure, instructional strategies, and the part teachers play in influencing students' environmental consciousness (Cotton, 2019). The importance of environmental education in tackling urgent global issues including climate change, environmental degradation, and the need for sustainable development is emphasized in this critical study. Its exceptional biodiversity and varied ecosystems make the significance of putting into practice efficient environmental education strategies all the clearer. This review aims to give a thorough analysis of Indonesia's present environmental education situation by extensively examining its historical development, contemporary frameworks, and notable efforts. This analysis emphasizes the ways in which government cooperation, community-based initiatives, and non-governmental groups have advanced environmental knowledge and sustainable behaviors beyond the confines of formal education (Abiddin et al., 2022). The objective is to evaluate the efficacy of present methods and identify possible opportunities for innovation and improvement by looking at a range of techniques. To develop suggestions that can enhance environmental literacy and promote a more environmentally conscious society in Indonesia, it is essential to comprehend the advantages and disadvantages of the country's current environmental education methods. We hope that this thorough assessment will add significant insights to the continuing conversation about environmental education, highlighting its critical role in promoting a sustainable future, especially for both Indonesia.

This review will follow the development of environmental education policy in Indonesia, highlighting its early efforts and current frameworks. Additionally, it will look at how environmental education is incorporated into the formal education system, including curriculum designs, instructional strategies, and the crucial role teachers play in influencing students' environmental consciousness.

The assessment will also highlight the roles that non-governmental organizations (NGOs), community-based initiatives, and government cooperation have played in promoting sustainable practices and environmental awareness outside of the formal education system. The objective is to evaluate the efficacy of existing procedures and identify possible areas for improvement by looking at a variety of approaches. Determining areas for improvement and creating helpful recommendations require a thorough understanding of the advantages and disadvantages of the environmental education methods already in use (Cohen-Shacham et al., 2019). To create a society that is more conscious of environmental issues, environmental education in Indonesia is now dealing with several dynamics. Determining the best course of action for improvement requires a thorough grasp of the systems and tactics used in environmental education today (Sjaifuddin et al., 2019). Current educational practices encompass a variety of components, including curriculum, teaching strategies, and interdisciplinary approaches, in the context of environmental literacy. Nonetheless, several shortcomings remain discernible, such as the absence of comprehensive community involvement and more profound curriculum integration. As a result, suggestions might center on creating curricula that are more inclusive and sensitive to regional environmental concerns, as well as enhancing community engagement in the educational process. In addition, strengthening human resources is another important area that requires focus. This includes preparing instructors and facilitators to effectively present content and motivate students. However, the ability to produce a generation that is environmentally conscious and has a proactive attitude toward sustainability is one of the environmental education methods' strengths in Indonesia. The importance of environmental education in school-based efforts to conserve the environment has grown. The main recommendations are on developing and enhancing these initiatives, such as adding incentives for schools that actively participate in sustainability activities and incorporating environmental education techniques into the formal curriculum. All things considered; a thorough assessment of Indonesia's

environmental education programs can direct remedial actions that will ultimately strengthen their beneficial effects. Environmental education may play a significant role in forming a society that is dedicated to sustainability and environmental protection in the future by emphasizing the development of successful practice programs, community involvement, and improved environmental literacy (Pihkala, 2020).

Environmental Education Principles

An all-encompassing strategy for equipping people and communities with the knowledge and abilities needed to effectively engage in environmental challenges is environmental education (Sharma & Thapa, 2023). The following fundamental ideas ought to guide the practice of environmental education: (1) Involving all societal levels in the environmental education process is emphasized by the participatory and inclusive philosophy. The design of educational programs ought to facilitate the active involvement of diverse groups, encompassing varying age ranges, social backgrounds, and cultural heterogeneity. (2) Environmental education should be pertinent to the local context and unique requirements of a community. Inclusivity guarantees that the advantages of environmental education are available to everyone, regardless of differences. The environmental issues that local communities experience should be reflected in learning resources and activities (Sianipar et al. 2024; Suryawan and Lee 2024a, b; Suryawan et al. 2024b, a; Sutrisno et al. 2024a, b). This relevance makes it easier for students to connect environmental ideas to the real world, which improves comprehension and spurs students to act; (3) The action-oriented principle highlights the value of giving students a solid theoretical understanding of environmental issues while also pushing them to take practical steps. In addition to imparting knowledge, environmental education should motivate and encourage students to take positive action by participating in waste management initiatives, reforestation projects, and other environmental endeavors. (4) Environmental education should see environmental issues as a complicated web of interconnected problems. The holistic approach acknowledges that social,

economic, and cultural factors are integral to understanding environmental challenges. As a result, the curriculum for environmental education should include a strong integration of the natural sciences, social sciences, and humanities; (5) Environmental education should inspire learners to think critically and to be creative in their approach to solving environmental issues. Dealing with complicated environmental concerns requires the ability to assess information, ask questions, and come up with new solutions; (6) One of the main tenets of environmental education is sustainability. Education should encourage actions that support sustainable living on the planet, raise awareness of the significance of sustainability, and teach fundamental concepts like recycling, energy efficiency, and biodiversity preservation; (7) Given the advancement of technology, environmental education should make effective use of technology as a support tool. (8) Environmental education should promote an attitude of inquiry and innovation. Digital platforms, applications, and social media can be used to broaden the reach of environmental education, provide greater access, and ease the sharing of ideas and collaboration. Encourage students to follow their own curiosity through independent study and discovery and impart creative thinking to help them come up with fresh ideas; (9) Environmental education should give communities a more active role and promote cooperation between various organizations, including the public and private sectors. This partnership guarantees that a range of viewpoints and resources are included and enhances the instructional approach.

The Development of Environmental Education in Indonesia

The evolution of environmental education in Indonesia is a reaction to international concerns about resource conservation and sustainability (Hawa et al., 2021). Given that our nation has a wealth of natural resources and a diverse range of ecosystems, it is imperative that we comprehend the significance of the environment. Since the 1980s, environmental damage awareness and conservation initiatives have played a significant role in

Indonesian environmental education. The government and educational institutions are being encouraged to incorporate environmental themes into the curriculum due to the growing public awareness of environmental challenges. The Ministry of Education and Culture is responsible for overseeing and developing the curriculum at the primary and secondary education levels in Indonesia. The government of Indonesia has established a policy to incorporate environmental elements into the formal education curriculum in recognition of the significance of environmental education. The Adiwiyata Program is one of the many initiatives and programs that have been put into place to promote environmental management and the introduction of environmental education in schools. In Indonesia, schools have a major role in educating the next generation about environmental issues. Many of them incorporate extracurricular activities and field trips to conservation sites. Numerous higher institutions provide academic programs pertaining to sustainability and the environment. Government agencies, academic institutions, and NGOs must work together to develop environmental education. Part of this cooperation is organizing training sessions, seminars, and workshops to increase public awareness of environmental issues (Sianipar et al. 2024; Suryawan and Lee 2024a, b; Suryawan et al. 2024b, a; Sutrisno et al. 2024a, b).. Even with obstacles like a lack of funding and inconsistent laws, opportunities keep coming up with the help of different stakeholders and heightened public awareness. Innovative methods and the usage of technology are expanding along with technological advancements; digital platforms and specialized applications are being used to boost student participation and spread knowledge about environmental issues. Overall, the growth of environmental education in Indonesia shows a deliberate attempt to raise a generation that is conscious of and accountable for environmental sustainability. Despite ongoing obstacles, there is growing momentum to integrate environmental education into Indonesia's sustainable development.

Elementary school

When teaching environmental education to primary school kids, one of the most important approaches is an integrated one. Rather of being offered alone, this instruction is incorporated into the curriculum with other courses. As a result, students learn more than just the fundamentals of the environment; they also comprehend the connections between environmental challenges and other topics. To create a more comprehensive knowledge, content on ecosystems, for instance, might be incorporated into science, math, and Indonesian teachings. Fieldwork is a crucial component of the integrated approach's basic education. Visiting locations like national parks or conservation zones is one of these activities. The trips are intended to provide students with firsthand knowledge of ecosystems, biodiversity, and the value of protecting the environment. Students can make connections between the ideas they learn in class and the real world by immediately seeing, experiencing, and observing their surroundings. Students' comprehension is improved by this, and it fosters an early awareness of environmental issues. Students can also practice social skills including communication and group work through field activities. A sense of community and biological diversity can also be developed through direct engagement with the natural environment. Using an Integrated Approach and fieldwork, SD provides students with opportunities for character development and environmental awareness in addition to knowledge acquisition. Therefore, by laying a solid foundation for environmental education at a young age, a generation that is concerned about and accountable for the future can be raised (Timm & Barth, 2021).

Junior high school

Environmental education is more focused and structured in junior high school. This level of curriculum aims to provide students a thorough understanding of increasingly complicated environmental challenges. More in-depth topics covered in learning materials include the effects of climate change, waste management, biodiversity, and conservation activities. Students are encouraged to comprehend how communities and individuals contribute to preserving the sustainability of the

environment. An approach that is frequently used in junior high schools is the implementation of environmental projects. These programs are frequently run by schools as part of the curriculum, giving pupils hands-on experience in environmental protection. Campaigns to reduce trash, environmental initiatives, or tree planting are examples of the efforts. Students acquire theoretical information through these activities, but they also put it to practical use. By raising students' understanding of their responsibilities to the environment, these environmental projects also hope to enhance their active involvement in environmental conservation efforts. The scientific ideas that underpin environmental challenges may also be further introduced to junior high school pupils as part of environmental education methods. Simple techniques for measuring the environment, gathering data, and analyzing that data may be taught to students. To help students better comprehend the scientific facets of the environmental issues that society faces, this seeks to improve their research and analysis skills. The SMP strengthens students' comprehension and internalization of sustainability ideas by including them in more specialized coursework and hands-on environmental projects. In addition, the environmental initiatives give students the chance to develop compassionate attitudes, acquire useful skills for everyday life, and get hands-on experience in environmental protection. Environmental education at the junior high school level in Indonesia is evolving into a more comprehensive program that develops students' environmental consciousness and responsibility in tandem with curriculum modifications and creative teaching methods (Zafar et al., 2020).

Senior high school

Environmental education gets deeper and incorporates more complicated global topics at the senior high school level. The goal of the educational materials is to help students gain a deeper awareness of sustainability, the management of natural resources, and the role that renewable energy plays in addressing environmental issues. High school curricula aim to provide pupils with a more profound comprehension of how human actions affect the

environment worldwide. Research projects are one popular strategy used in high school. Certain high schools might urge their pupils to work on environmental research projects or to compete in science competitions. The goal of these initiatives is to help students become more proficient researchers and scientists. Students can select a study topic on their own or receive assistance in identifying an environmental issue that needs to be resolved. Students will be able to enhance their analytical and problem-solving skills in addition to learning more about the scientific components of environmental challenges through this project. Environmental education can be incorporated into more specialist high school courses like biology, chemistry, or geography. Students now have the chance to investigate environmental concerns from a more specialized and technical scientific standpoint. Concepts like ecology, biodiversity, and environmental impact assessment are all possible for students to study. Students can gain a more sophisticated awareness of the complexities of global environmental concerns and their part in preserving sustainability through the expansion of materials and research projects (Sund & Gericke, 2020).

University

There are notable distinctions between environmental education practices at the university level in Indonesia and those at the elementary, junior high, and senior high school levels. First and foremost, primary and secondary education place a strong emphasis on a fundamental knowledge of ecosystems, life cycles, and how humans contribute to the sustainability of the environment. University-level environmental education delves deeper, including complicated environmental topics like climate change, sustainability, and natural resource management along with scientific principles. Additionally, the technique of instruction varies. To provide pupils with practical experience, primary and secondary education frequently employs interactive methods, projects, and field excursions. In contrast, the focus of the teaching methodology at the university level is primarily on the development of analytical, problem-solving, and critical thinking skills. Higher levels of scientific and analytical

proficiency are required for the autonomous research, conversations, and projects that university students work on. Thirdly, research and academic contribution are highlighted in university environmental education. It is expected of students to do scientific research, write publications, and actively contribute to the solution of environmental issues. Universities place a high value on professionalism and career emphasis. Courses on the environment offer students specialized knowledge and in-depth understanding to help them meet the demands of a variety of environmental careers. Participating in real-world projects is also essential at the university level. Students work on applied projects such as conservation initiatives, field research, and the creation of environmental policies. By providing students with practical experience and bridging theory and practice, this seeks to equip students with a thorough understanding of environmental science and enable them to tackle real-world problems. Because of this, environmental education at Indonesian universities provides a strong basis for students to grow into leaders and practitioners (Hidayati et al., 2020).

The Development of Environmental Education in Indonesia

School Curriculum and Adiwiyata

In Indonesia, environmental education is embedded into the school curriculum by integrating environmental topics across various subjects, which connects theoretical learning to real-world environmental issues (Sianipar et al. 2024; Suryawan and Lee 2024a, b; Suryawan et al. 2024b, a; Sutrisno et al. 2024a, b).. This method fosters environmental awareness from a young age, encouraging students to adopt sustainable behaviors and understand interdisciplinary aspects of environmental concerns (Sianipar et al. 2024; Suryawan and Lee 2024a, b; Suryawan et al. 2024b, a; Sutrisno et al. 2024a, b).. Practical experiences, such as field trips and hands-on projects, further enhance students' engagement and emotional connection to nature. By incorporating environmental materials, schools not only educate students about sustainability but also empower them with practical skills in areas like

waste management and tree planting. The Adiwiyata initiative complements this by recognizing and rewarding schools for their commitment to environmental practices. This program promotes a green school concept, emphasizing sustainability, waste management, and tree planting. It supports schools in integrating environmental education into their curricula and encourages active student and staff involvement in sustainability efforts. Adiwiyata's rewards and recognition incentivize schools to maintain high environmental standards, thereby reinforcing the importance of environmental care within the educational system and fostering a culture of sustainability.

Training, Workshops, and Community Participation

Training and workshops are vital for advancing environmental education beyond formal settings, reaching various societal levels including the public, educators, and students (Sianipar et al. 2024; Suryawan and Lee 2024a, b; Suryawan et al. 2024b, a; Sutrisno et al. 2024a, b).. These sessions, conducted by environmental organizations and governmental bodies, aim to raise awareness about environmental issues like deforestation and climate change while providing practical tips for sustainable practices. Participants gain knowledge on topics such as sustainable agriculture and waste management, which they can apply in their daily lives and educational practices. This informal education plays a crucial role in shaping environmentally conscious attitudes and behaviors (Sianipar et al. 2024; Suryawan and Lee 2024a, b; Suryawan et al. 2024b, a; Sutrisno et al. 2024a, b).. Additionally, community participation is a key aspect of Indonesian environmental practices, involving residents in reforestation, waste management, and conservation projects. Such engagement strengthens the community's sense of ownership and responsibility toward environmental sustainability, fostering a deeper emotional connection with nature. By incorporating these grassroots efforts into broader environmental education, Indonesia builds a strong culture of environmental care and accountability, making substantial progress toward sustainability goals.

The Role of Society, NGOs, and Industries in Environmental Education

In Indonesia, the development of environmental education requires active participation from the community, NGOs, and the industrial sector, each playing a critical role in fostering sustainability. The community is pivotal in raising awareness and understanding of environmental issues, directly influencing public engagement through activities like environmental campaigns and clean-up efforts. By participating in outreach initiatives, communities enhance their scientific literacy about climate change and conservation, which empowers them to make informed decisions and contribute meaningfully to environmental protection. This grassroots involvement not only increases public awareness but also motivates both the public and industrial sectors to prioritize and support environmental initiatives. By grounding community actions in scientific understanding, communities can offer more effective feedback and contribute to better-informed environmental policies and practices. NGOs are crucial in advocating for and monitoring the implementation of environmental policies. They serve as key voices in pushing for sustainable practices and environmental education funding, leveraging their expertise to ensure that policies are effectively applied and impactful. NGOs also develop educational materials, design curricula, and provide training, infusing environmental education with scientific rigor and data-backed insights. Their collaboration with formal educational institutions enhances the quality and reach of environmental education programs. Furthermore, the industrial sector, due to its significant environmental footprint, has a responsibility to adopt sustainable practices and support educational efforts. Industries can lead by example through waste management and sustainable operations and contribute resources and expertise to environmental education initiatives. By incorporating scientific research and collaboration with academia, industries can refine their practices, support innovative solutions, and help bridge the gap between scientific knowledge and practical application. Through these collective efforts,

Indonesia can build a robust and effective environmental education framework.

Environmental Education Practices in Indonesia Versus Other Countries

The disparities in cultural, social, and economic circumstances between Indonesia and other nations can be seen in the variations in environmental education approaches used there. Though underlying ideas might be similar, there might be big differences in how they are applied. Let's go over some of the most significant distinctions between environmental education methods used in Indonesia and other nations. The curriculum for schooling is one area of essential distinction. In certain nations, the environmental education curriculum is typically more uniform and structured. For instance, several wealthy nations have included environmental issues into their formal curricula at every educational level, from school to university. They place a strong emphasis on knowledge of world concerns like biodiversity, resource conservation, and climate change. Despite efforts to include environmental education in the curriculum, different schools and areas may not apply it equally in Indonesia. To what degree environmental education can be distributed fairly across the nation will depend on several factors, including infrastructure constraints, variations in educational accessibility, and resource constraints. The ways that different non-formal education systems are used in Indonesia and other nations might set them apart. Through informal means including community service, environmental campaigning, and involvement in conservation initiatives, Indonesia has a long history of promoting environmental education. This methodology frequently mirrors the regional customs and participation traditions that are fundamental to Indonesian society. Rich nations frequently possess greater means to plan extracurricular activities and environmental projects outside of scheduled school hours. Certain industrialized countries have more structured communities with NGOs and environmental groups devoted to environmental education. Students will have more chances to participate in hands-on activities that enhance their

comprehension of environmental themes as a result. Practices for environmental education vary between nations due to variations in technology and infrastructure. Developed nations frequently have easier access to technology, making it possible to use interactive simulations, e-learning, and other online tools for environmental education. However, access to technology may be restricted in Indonesia, especially in rural regions. This could have an impact on the efficacy of online learning and the use of technology in environmental education. Variations in local values and culture can influence environmental education approaches. Depending on the cultural context of each nation, the ideas of sustainability and nature protection may be understood and used in many ways. Environmental education in Indonesia frequently incorporates elements of traditional conservation methods, cultural values, and local expertise (Ruyani & Matthews, 2017; Effendi, 2019; Rachmatullah et al., 2020).

Barriers and Opportunities

One of the foremost challenges facing environmental education in Indonesia is the uneven distribution of infrastructure and resources, which creates significant disparities between urban and rural schools. Many schools, particularly in remote areas, struggle with inadequate facilities, including limited access to textbooks, lab space, and digital technology. This lack of resources directly hampers students' ability to engage in meaningful environmental learning, such as conducting experiments or utilizing digital platforms for research. Geographic disparities further exacerbate this issue, as schools in less prioritized regions often receive insufficient attention and support from the government, resulting in a lower quality of environmental education. Addressing these inequities requires targeted government initiatives to improve resource allocation and infrastructure in underserved areas. Additionally, partnerships with NGOs can help bridge these gaps by providing support to schools in remote locations. Enhancing resource accessibility and infrastructure can significantly elevate the quality of environmental

education across Indonesia, fostering a more equitable learning environment for all students. The advancement of environmental education in Indonesia holds substantial promise through the integration of digital technology, active participation from the industrial sector, and the implementation of the Adiwiyata Program. Digital platforms offer the potential to extend the reach of environmental education by providing access to educational apps, online resources, and interactive simulations, which can enhance learning experiences regardless of geographic location. Furthermore, corporate social responsibility (CSR) initiatives by businesses can contribute financial support and resources to environmental education programs, creating opportunities for collaboration between the private sector and educational institutions. The Adiwiyata Program, which encourages schools to adopt sustainability practices, also plays a crucial role in integrating environmental education into school curricula. By expanding the program's reach and focusing on professional development for educators, Indonesia can build a robust and inclusive environmental education framework. These combined efforts can help create a generation of environmentally conscious citizens equipped with the knowledge and skills necessary to address future environmental challenges.

To advance environmental education in Indonesia, a comprehensive strategy must focus on several critical areas: enhancing digital education, improving teacher training, implementing green campus initiatives, and fostering community participation, while also developing a robust formal and non-formal education ecosystem. Digital environmental education is essential for providing flexible and accessible learning opportunities through technology. This approach allows students, regardless of location, to access high-quality resources and interactive content, making environmental concepts more engaging and understandable. Overcoming infrastructural barriers through digital platforms democratizes access and personalizes learning experiences. Improving teacher training is equally crucial. Effective programs should enhance educators' understanding of environmental issues, introduce innovative

teaching methods, and offer hands-on learning opportunities. This ensures that teachers can integrate environmental topics into their curricula effectively and inspire students through dynamic, participatory learning environments. Additionally, implementing green campus initiatives within schools can model sustainable practices, such as waste management and energy efficiency, and demonstrate environmental responsibility in action. Fostering community participation is vital for extending the impact of environmental education beyond the classroom. By engaging local communities in conservation efforts, awareness campaigns, and collaborative projects, a culture of environmental responsibility is cultivated, encouraging collective action towards sustainability. Establishing a comprehensive education ecosystem involves integrating environmental topics into school curricula across all levels and supplementing this with non-formal programs from NGOs and community groups. This broadens the reach and impact of environmental education. Increasing accessibility to education, particularly in underserved areas, is also crucial. Technology-based instructional materials, online platforms, and distance education can bridge resource gaps and ensure equitable access. Promoting research and innovation in environmental education helps develop new strategies and tools, enhancing teaching quality and effectiveness. Collaborations with researchers and professionals can lead to innovative solutions for emerging environmental challenges. Integrating creative arts programs into environmental education adds an engaging dimension, using art and other creative expressions to deepen students' emotional connections to nature and inspire innovative problem-solving. Finally, establishing sustainability certifications for educational institutions can incentivize and recognize efforts to adopt sustainable practices, promoting transparency and competitiveness. By addressing these areas and fostering collaboration among government bodies, educational institutions, NGOs, and the private sector, Indonesia can build an effective environmental education framework, nurturing a knowledgeable and proactive society capable of addressing environmental challenges.

Conclusion

The evaluation of environmental education programs in Indonesia has produced some encouraging results, but there is still work to be done in building a community that is concerned about environmental sustainability. Indonesia has made great progress in promoting environmental literacy, as evidenced by several factors including waste management initiatives, community involvement, university involvement, and technological innovation. To get the best outcomes, though, a few issues including scarce resources and policy execution must be resolved. Firstly, universities play a crucial part in developing a thorough comprehension of environmental challenges. Postsecondary environmental studies programs offer a solid scientific basis and a comprehensive comprehension of global concerns like biodiversity, climate change, and natural resource management. Universities also serve as hubs for international cooperation and research, fostering the sharing of concepts and solutions for environmental problems. Maintaining a steady stream of scientific and technology methods into university curricula can be crucial to equipping the next generation of environmentalists. Second, bringing about constructive change requires active community participation. Communities can get directly involved in attempts to save nature through extension programs, environmental campaigns, and involvement in environmental actions. An environment that is clean, green, and sustainable is created by increasing awareness through regional educational initiatives. Participating communities in environmental activities positively influences the public and private sectors, promoting the adoption of sustainable laws and practices on a larger scale. Technology advancements have made environmental materials more widely accessible, particularly in the form of online education. Information can be accessed with flexibility and ease thanks to apps, instructional videos, and online courses. Technology usage in environmental education methods promotes worldwide knowledge exchange in addition to more efficient information delivery. To guarantee that the advantages of

technology are inclusive and egalitarian, however, particular attention must be given to its accessibility at all societal levels. Even with the progress made, there are still a few obstacles that need to be solved for environmental education programs to work as best they can. Inadequate resources continue to be a barrier to integrated and successful environmental learning, particularly in rural regions. It is imperative for the government and relevant stakeholders to prioritize the equitable allocation of resources and infrastructure to guarantee that all students, irrespective of their geographic location, have access to high-quality environmental education. To make sure that environmental education programs promote more sustainable behavioral and legislative changes in addition to raising awareness, stricter enforcement of environmental laws and more efficient monitoring must be the main priorities. A comprehensive and integrated environmental education ecosystem requires enhanced cooperation between the government, academic institutions, NGOs, and business sector. The study's overall result demonstrates that although environmental education has improved in Indonesia, there are still several obstacles to overcome. It will be necessary to take additional actions to improve accessibility, put more effective regulations into place, and work with stakeholders to create a society with a high level of environmental literacy. Indonesia may continue to fortify the basis of environmental education, which will have a long-term beneficial effect on environmental sustainability, with seriousness and dedication.

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