

Building Ecological Citizenship Through Students Engagement in 'Green Youth' Community in Wonosalam Jombang

Akhwani¹, Agus Wahyudi²

akhwani@unusa.ac.id¹, aguswahyudi@unusa.ac.id²

Nahdlatul Ulama University of Surabaya¹

Nahdlatul Ulama University of Surabaya²

Abstract

The issue of the ecological crisis has become a global issue that often approaches every country throughout the world. As the implication of the development of Indonesian's industry among many countries where the environment is damaged. Illegal exploitation of the forest, the rest of the industrial processing in the form of waste or waste that results in an imbalance in the efforts to care for the environment. Leaving aside the role of citizens, in guarding the environment from damage and extinction is a factor in the destruction of the country's future environment. The function and role of educational institutions (schools) has not been maximized with learning that has a sense of crisis towards the environment to building the behavior of educated citizens (students) who have a reflective ability towards themselves as citizens of the surrounding environment. The typology of the character of such citizens is more familiarly referred to as eco citizenship, in addition to having knowledge it also plays an active role and cares for its environment. Therefore, how important is the effort to build student character with the concept of eco citizenship which has moral and ethical competence in caring for, managing and preserving the environment with full responsibility. The aim of this research is to find out how students are involved in the 'green youth' community in building eco citizenship.

This study used a qualitative case study approach. The subjects include the student group and the 'green youth' community. The data collection techniques are interviews, observation, and documents. This study expected that the involvement of students in the 'green youth' community with the programs has succeeded in building students who cares about the environment, such an environmentally conscious lifestyle point of view of Civic Education as the development of civic virtue become the estuary of the Civics learning objectives. The virtue of citizens by attending and playing an active role in caring for the environment is achieved thanks to the involvement of the 'green youth' community in developing cognitive competencies, skills, ethics and participation in caring for the environment.

Keywords : Eco citizenship, Student Engagement, 'Green Youth' Community

1. Introduction

Making peace with global changes requires new abilities to improve the quality of human life. Updating educational institutions will identify and respond better to environmental changes. Environmental activists have conducted training which involves citizens in the civic community as a solution to environmental problems. Civic Engagement is one of the main concepts in community civic which emphasizes the involvement of citizens in various aspects of life (Syaifullah, 2015).

Eco citizenship is not arising spontaneously, it must be created collectively. Every

citizen has the obligation and responsibility to maintain a good and healthy environment (Asshiddiqie, 2009: 39)

The issue of pollution and environmental sustainability is also a problem in the national scope. This is because it involves the success of national development, particularly success in the long term, so that future generations can enjoy better welfare. The role of the community is very necessary

Based on Environmental management Law Number 32 Year 2009 Article 70 paragraph 1 the community has equal rights and opportunities as widely as possible to play an active role in environmental protection and management. The most favorable use of resources can decrease the damage of nature. The development of technology pays close attention to the overall interest between human and the safety of nature and the environment.

Educational environmental used not only in the sense of formal teaching and learning (Hilson, 2017), but it covers more. To changes environmental care behavior is considered as the definite goal of environmental education. Syahri's (2013) views that the involving of citizen in community training can be driven by supporting environmentalists volunteer. Community empowerment refers to the values of *Pancasila* for creating a clean environment and protecting environment with an up to date technology. This engagement is provided with the knowledge, skills and character values that care for the environment so that sensitivity to protect the environment can be achieved. Educating the public especially young people through media, family, places of worship about the importance of the environment become an important program.

It is important to take steps that are interpreted as values, human behavior or actions regarding God, self, and the environment. The long social learning process carried out by the community has a system that is built in accordance with the natural environment and good social environment. Character education is carried out by translating the values of *Pancasila*. Presidential Regulation Number 87 of 2017 concerning Strengthening character education caring for the environment is very much needed in non-formal education. Character education through the existing of organizations in society is put as the foundation for national development vision, namely realizing a society with noble, moral, ethical, cultured and civilized characters based on the philosophy of *Pancasila*.

Solving these problems is the responsibility of all groups of people and individuals while the government acts as an intermediary for environmental preservation. The quality of human consciousness is inseparable from the environment which has a quality level of environmental balance.

Eco citizenship includes empowering people in order to have knowledge, skills, and an attitude which is necessary to identify their values and goals with respect to the environment and act accordingly. This can be done through the best knowledge of choices and consequences (Berkowitz, Ford, & Brewer, 2005).

The involvement of citizens, in this case students, environmental-loving community activities such as 'green youth' must critically understand the problems faced by society. Nature preservation is a shared responsibility for change. With a community organization that cares about the environment, it is hoped that it will be able to strengthen people's understanding of the behavior of the character of responsible environmental care. This paper focuses on several problems which include 1) transformative learning to build a caring character for the student environment; 2) the involvement of students in the 'green youth' community in building eco citizenship

2. Method

The method used in this research is a case study. A case study will deepen the problem or what will be studied, because case studies will provide depth in developing the phenomena that occur. Creswell (1984, p.38) argues that a case study aims to maintain the integrity of object which means that data are collected as an integrated whole. The aim is to develop in-depth object knowledge to be observed which indicates that the case study should be considered as an exploratory research.

3. Discussion

One of the ways to raise citizens' awareness and responsibility in protecting the environment can be done through education. Knowledge can emerge in a positive and negative healthy environment and impacts the actions taken by citizens. The formation of the character and morality of citizens cannot be separated from one's life. Character can be interpreted in everyday life by carrying out actions or people's thinking patterns.

Human character has a concern for the physical environment and social environment. Caring for the environment is important in human development (Naim, 2012). Caring not only for others but also for the environment. Samani et al, emphasize that: Caring character is described as caring is treating others politely, acting politely, tolerating differences, not hurting others, willing to listen to others, willing to share, not demeaning others, not taking advantage of others, able to work together, want to be involved in community activities, love humans and other creatures, be loyal, love peace in dealing with problems (Samani, 2012).

The values in character education that apply the values of Pancasila which is contained in Presidential Decree No. 87 of 2017 concerning Strengthening Character Education includes values (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National spirit, (11) Love the homeland, (12) Respect for achievement, (13) Friendly / Communicative, (14) Love peace, (15) Like to read, (16) Environmental care, (17) Social care and (18) Responsibility. The character value of caring for the environment is in the form of attitudes and actions that always try to prevent damage to the surrounding natural environment, besides developing efforts to repair natural damage that has occurred.

Caring for the environment is an attitude and action that always seeks to prevent damage to the natural environment around it, and develop efforts to repair damage to nature that has already occurred. Environmental care in civic education lies in the aspect of character, namely the character of caring for the environment that prevents damage to the natural environment around it, and developing efforts to repair natural damage that has occurred (Gunawati, 151).

In the activity of cultivating these characters, we can adopt the concept of good character, starting from introducing the goodness and obligations of citizens to their environment (moral knowing), then giving examples of behavior, or various impacts regarding the state's problems with the environment so that people want goodness from protecting the environment. (moral feeling), and give the opportunity to get

take an action to protect the environment (moral action) as a form of obligation for citizens to the environment around them (Lickona, 1991).

The involvement of citizens in building ecological Citizenship in social life is the hope of realizing the ideals of society. Civic Engagement is one of the main concepts in Community Civics to be able to participate in public life. Jacoby & Associates (2009) that *civic engagement encompasses actions wherein individuals participate in activities of personal and public*

concern that are both individually life enriching and socially beneficial to the community. This opinion explains that citizen involvement includes actions in which individuals participate in activities of personal and public concern that individually enrich each other and socially benefit society.

Citizen engagement has been defined as the process of believing that a person can and should make a difference in improving his community. To improve society, one needs the knowledge, skills and values needed to make a difference. Ownership and demonstration of these knowledge, skills, and values are expressed through attitudes and behaviors (Doolittle & Faul, 2013).

Striving for the common good through cultivating virtue will cause high integrity of education in schools, education in the family and education within Public. Citizen engagement emphasizes participation in voluntary service to local communities, either by individuals acting independently or as participants in a group.

Citizen involvement emphasizes participation in voluntary service to local communities, either by individuals acting independently or as participants in a group. Citizen engagement can be defined as the way in which individuals, through collective action, influence the larger civil society (Adler & Goggin, 2005).

Eco citizenship presents a normative account of how citizens are must run their lives, reduce their environmental impact. The actions taken by the community show changes in behavior with the result of complex negotiations between living standards, knowledge of the causes and contributions to climate change (Wolf, Brown & Conway, 2009). The practice of eco citizenship involves the actions of individuals as voters, consumers, regarding the power and fairness implications of an intensive Southwestern lifestyle.

Every citizen has the obligation and responsibility to protect the environment according to the knowledge they have. Berkowitz, Ford, & Brewer (2005) assert; *environmental citizenship involves empowering people to have the knowledge, skills, and attitudes needed to identify their values and goals with respect to the environment and to act accordingly, based on the best knowledge of choices and consequences.*

This opinion explains that environmental citizenship involves empowering people to have the knowledge, skills, and attitudes needed to identify their values and goals with respect to the environment and act accordingly based on the best knowledge of choices and consequences. In each case there is certainly a weakness regarding the rapid change in community behavior, while environmental civic initiatives may take longer (Dobson, 2007).

The obstacle that appears to be a significant problem is the movement to clean the environment, replant trees that are applied to laws and regulations. Ecological citizenship has been suggested as a driver of individual pro-environmental behavior, providing a more stable foundation for lifestyle change than relying on external policy tools (Jagers, Martinsson & Matti, 2013).

The relevance of civic ecology to describe pro-environmentally tested programs designed to capture multiple aspects. The ecology of citizens is tied to the territory of the country and is practiced exclusively in environmental education in society. Ecological citizenship involves several limits on the moral rights and responsibilities of humans and nature. It explicitly describes how awareness of environmental consequences leads to personal normative beliefs that require people to then engage in pro-environmental behavior.

The insight of environmental education is very important to be implicated in order to expand citizenship learning from local to global. One of the underappreciated environmental challenges we now face is the combination of indifference and apathy among citizens in the

face of global climate change and the decline in biodiversity. Extending the concept of citizenship to the needs of citizen learning experiences is carried out in a comprehensive evaluation that will provide useful insights for environmental and future educators (Kelly, Rebecca & Abel, 2012).

It can be understood that individuals who think along the ecological lines of citizenship behave in an environmentally friendly manner in civic activities. Certain aspects of the ecology of citizenship are more important to pro-environmental behavior than others. Ecological citizenship has been suggested as a driver of pro-environmental behavior of individuals, providing a more stable foundation for lifestyle change than relying on external policy tools.

The New Ecological Paradigm (NEP) scale is used to measure attitudes and readiness to behave in environmental care. The new ecological paradigm scale includes a more complete and detailed view in measuring environmental awareness attitudes. The revised NEP maximizes the value of content validity and is proven to be consistent as a measuring tool. The new ecological paradigm scale identifies 5 ecological dimensions including the dimensions of balance of nature, limit to growth, anti-anthropocentrism, anti-exemptionalism and eco-crisis (Dunlap, 2000: 425-442). The five ecological dimensions can be seen in the following table:

Table 1. Means Items and Standard Deviation for the New Ecological Paradigm Scale

No.	New Ecological Paradigm Scale	
1.	Balance of Nature	When humans disturb nature, it often has disastrous consequences. The natural balance is strong enough to overcome the effects of the modern industrialized state. Nature's balance is very subtle and easily irritated.
2.	Eco crisis	Humans are very abusing the environment. The so-called "ecological crisis" facing mankind has been exaggerated. If everything continues on their current course, we will soon have a major ecological catastrophe.
3.	<i>Anti exemptionalism</i>	Human ingenuity will ensure that we do not make the earth untrustworthy. Regardless of our abilities, humans are still subject to natural laws. Humans will eventually learn enough about how nature works to be able to control it.
4.	<i>Limits to growth</i>	We are approaching the limit of the number of people the earth can support. Earth is like a spaceship with very limited space and resources. The earth has a lot of natural resources if we just learn to develop them.

5.	<i>Anti anthropocentrism</i>	<p>Humans have the right to modify the natural environment to suit their needs.</p> <p>Plants and animals have as many rights as humans to exist.</p> <p>Humans are meant to rule all of nature.</p>
----	------------------------------	--

The five dimensions can be explained as follows. The dimension of balance of nature measure the belief that the natural balance is very vulnerable. Nature is prone to damage due to human activities. The limit to growth dimension measures the belief that the earth's resources have limitations. The anti anthropocentrism dimension measures the belief that humans have the right to change and control the natural environment. The anti-exemptionalism dimension measures the belief that human life is not free from natural rules / natural laws. The eco-crisis dimension measures the belief that humans cause detrimental damage to the physical environment, for example climate change. The eco-crisis dimension looks at individual views on the crisis ecology and natural damage that occurs due to human activities.

Eco citizenship recognizes environmental rights with skills that are confined to the political sphere. Citizenship as the main goal of environmental education. The five overlapping components of environmental citizenship include the following. 1) Ecological Literacy: understanding the main ecological systems using sound ecological thinking, as well as understanding the nature of ecological science and its relationship to society. 2) Civics Literacy: understanding key social, economic, cultural, and political systems by using the necessary critical thinking skills. 3) Values Awareness: awareness of personal values with respect to the environment, and the ability to link these values with practical knowledge and wisdom to make decisions and actions. 4) Self efficacy: having the ability to learn and act with respect to personal values and interests in the environment. 5) Practical Wisdom: having practical wisdom and skills for decision making and acting with regard to the environment (Berkowitz, Ford, & Brewer, 2005).

In this study, in a community-based effort to challenge the strategy of developing eco citizenship by involving students in the 'green youth' community in Wonosalam, Jombang. Student involvement in activities and learning in the 'green youth' community can be realized by building mutual awareness in environmental care activities. From the involvement of researchers and the subjects studied in their involvement in the 'green youth' community, including 1) the strategy of implementing work programs for members and the community which includes conservation and nursery programs, eco green empowerment programs and environmental care school development programs; 2) the establishment of good relations between humans and nature through conservation activities, the community has concern and awareness of their rights and obligations in preserving the environment by planting trees, cleaning beaches, caring for plants, caring for springs. This is in line with the research conducted by Nurmayanti & Harmanto (2017) regarding the strategy of the Tuban Mangrove Center Foundation in developing ecological citizenship in the Tuban community.

Based on the research results above, it can be seen that the success of empowering society in repairing environmental damage. Public concern for environmental preservation is realized by community involvement, in this case students, in activity programs carried out by the community. Continuing education in society is carried out by environmental-loving community organizations that contribute to empowering sustainable communities.

The movement to improve the community's living environment more effectively must be supported in terms of education which develops a responsible, creative and knowledgeable society. The social education approach is one that sees society as both an agent and an object.

In this process, community leaders need to position themselves as facilitators who encourage change for the better

4. CONCLUSION

The involvement of citizens is expected to be able to strengthen the character of caring for the environment. Community empowerment is expected to have the same knowledge, skills and attitudes needed with the aim of acting accordingly on the best knowledge of the options and consequences. Movement to improve the community's living environment more effectively it must be supported in terms of education which develops a responsible, creative and knowledgeable society. The involvement of students in the community of citizens is important to contribute to communities that manage, protect and preserve the environment, such as the learning strategy adopted by the 'green youth' community.

Student engagement in volunteer activities or environmental activists related to caring environment. It is hoped that the environment in the community will create a sense of crisis to environment, have a critical attitude, can be an inspiration to build environmental awareness movements through attitudes and actions. Student involvement is to identify and compare an activity develop, decrease waste and an environment destruction.

References

- Adler, R.P. & Goggin, J. (2005). *What Do We Mean By "Civic Engagement"?*. *Journal of Transformative Education*, 3, (3): 236-253.
- Asshiddiqie, J. (2009). *Green Constitution Nuansa Hijau Undang-Undang Dasar Negara Republik Indonesia Tahun 1945*. Jakarta: Rajawali Pers.
- Berkowitz, A.R. Ford, M.E. & Brewer, C.A. (2005). *A Framework for Integrating Ecological Literacy, Civics Literacy and Environmental Citizenship in Environmental Education*. Dalam E.A. Johnson dan M.J. Mappin (Eds.), *Environmental Education and Advocacy: Perspectives of Ecology and Education* (hal. 227–266). Cambridge: Cambridge University Press.
- Damanik, F.H.S. (2014). *Hakikat Pancasila dalam Membentuk Karakter Kebangsaan melalui Organisasi Siswa Intra Sekolah*. *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 6(2): 49-60.
- Damanik, M Ridha S dan Deny S. (2016), Pengembangan Penilaian Autentik Berbasis Karakter pada Ranah Keterampilan di Fakultas Ilmu Sosial, Universitas Negeri Medan, *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 8(2)(2016): 88-94
- Dobson, A. (2007). Environmental citizenship: Towards sustainable Development, *Jurnal Sustainable Development*, 15, 276–285.
- Doolittle, A. & Anna, C.F. (2013). Civic Engagement Scale: A Validation Study”, *Jurnal SAGE Open*, 1–7.
- Dunlap, R.E. et.al. (2000). Measuring endorsement of the new ecological paradigm: A revised NEP scale. *Journal of Social Issues*, 56, (3): 425-442.
- Gunawati, D. (2012). *Merancang Pembelajaran Pendidikan Lingkungan Hidup Dalam Konfigurasi Pendidikan Kewarganegaraan*”, *Jurnal PKn progresif*, 7, (2):140-151.
- Hilson, C. (2017). Republican ecological citizenship in the 2015 papal Encyclical on the environment and climate change”, *Jurnal Critical review of international social and political philosophy*, 1-13.
- Jacoby, B. & Associates. (2009). *Civic Engagement in Higher Education: Concepts and Practices*. United States: Jossey-Bass A Wiley Imprint.
- Jagers, S.C. Martinsson, J. & Matti, S. (2013). *Ecological citizenship: a driver of pro-*

- environmental behaviour ?”*, *Jurnal Environmental Politics*. 23 (3):434–453.
- Kelly, J.R. & Abel, T.D. (2012). Fostering Ecological Citizenship: The Case of Environmental Service Learning in Costa Rica", *International Journal for the Scholarship of Teaching and Learning*, . 6 (2):Article 16.
- Lickona, T. (1991). *Educating for character*. New York: Bantam Books.
- Naim, N. (2012). *Charakter Buiding Optimalisasi Peran Pendidikan Dalam Pengembangan Ilmu & Pembentukan Karakter Bangsa*. Jakarta: ArRussMedia.
- Nurmayanti, I. & Harmanto.(2017). *Strategi yayasan mangrove center tuban dalam mengembangkan ecological citizenship pada masyarakat tuban*. *Jurnal kajian moral dan kewarganegaraan*. 5, (2):83-97.
- Peraturan Presiden (Perpres) Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter.
- Samani, M., dkk. (2012). *Konsep dan Model Pendidikan Karakter*. Bandung: PT Remaja Rosdakarya.
- Setiawan, D. (2014). *Pendidikan Kewarganegaraan Berbasis Karakter melalui Penerapan Pendekatan Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan*, *Jurnal Pendidikan Ilmu-Ilmu Sosial*, 6 (2): 61-72.
- Syahri, M. (2013). Bentuk–bentuk partisipasi warga negara dalam pelestarian lingkungan hidup berdasarkan konsep green moral di Kabupaten Blitar. 119-134.
- Syaifullah. (2015). *Pemberdayaan Generasi Muda Sebagai Dasar Filosofis Dari Keterlibatan Warganegara (Civic Engagement): Tinjauan Tentang Program Mahasiswa Wirausaha (PMW)*, dalam “*Penguatan Komitmen Komunitas Akademik dalam Memperkokoh Jatidiri PKn*”, (Bandung: Laboratorium Pendidikan Kewarganegaraan Universitas Pendidikan Indonesia.
- UU No. 32 Tahun 2009 Tentang Perlindungan dan Pengelolaan Lingkungan Hidup.
- Wolf, J. Brown, K. & Conway, D. (2009). *Ecological citizenship and climate change: perceptions and practice*”, *Jurnal Environmental Politics*, 18 (4):503-521