



DEVELOPING ENVIRONMENTAL CARE CHARACTERS THROUGH PKN LEARNING IN ELEMENTARY SCHOOLS

Adelia Chairadina¹

¹Universitas Muhammadiyah Sumatera Utara

Email: [1adeliaa0511@gmail.com](mailto:adeliaa0511@gmail.com)

Abstract

Civics Education (PKN) in elementary schools plays a strategic role in shaping students' environmental awareness. Learning that integrates environmental values can be an effective tool in increasing students' awareness and responsibility for environmental preservation. This article aims to explore the importance of integrating environmental materials into the Civics curriculum to build environmental awareness from an early age. The research methods used included a literature review, surveys, and direct observation in several elementary schools. The results showed that students who received Civics Education (PKN) learning with a focus on environmental issues had more positive understandings, attitudes, and actions toward the environment. They were more likely to engage in environmental conservation activities such as recycling and waste reduction. Furthermore, this approach also encouraged students to develop critical thinking skills and creative solutions to address environmental challenges. In conclusion, the integration of environmental education into Civics not only improves the quality of education but also contributes to the formation of a more environmentally conscious and caring generation. Thus, environmentally oriented Civics education teaching is an important step in creating a more sustainable society.

Keywords : Civic Education, Environment, Elementary School

Introduction

Civics education is known as an education that possesses essential values, similar to moral education, ethics, and character. All these programs aim to develop children's character so they become good citizens, and education is based on moral values in the Indonesian culture, known as the principles of Pancasila. In this context, building environmental awareness through civic education in elementary schools is also very important, as it helps students understand their responsibility to the environment. The five principles of Pancasila are fundamental values that are dynamically developed into instrumental and rational values, thus creating a generation that cares not only for others but also for environmental sustainability. Modern developments have created a number of issues and problems for society in recent years, with environmental issues becoming a major concern worldwide. Continuous environmental changes, such as air, water, and soil pollution, reduced biodiversity, and climate change, contribute to the sustainability of human life and that of other living things. The primary cause of these environmental problems is human activities that disregard the environment, such as the excessive use of fossil fuels, the exploitation of natural resources like water, and consumer behavior that produces waste. Addressing these issues requires systematic and collaborative efforts to develop environmental awareness and character in the younger generation. The primary goal of education is to instill values and behaviors that respect the environment. Civics lessons have become increasingly important after the Memorable of Understanding (MoU) agreement between the Ministry of National Education and Culture and the Ministry of Environment, which states that the integration of classroom lessons with environmental education is essential to support student behavior and uphold the environment.

This agreement serves as a guide for Civics Education to help students develop a high sense of environmental awareness so that students can carry out daily tasks and enjoy their living environment with a sense of comfort. Civics Education is one way to increase environmental awareness that can be done, not only that, education becomes the main forum for critical thinking and ideas and provides insight into the surrounding environment. Education facilitates individuals to direct attitudes, individual and community knowledge, by emphasizing the importance of a healthy, safe, and orderly environment. The Civics Education curriculum that runs in the classroom does not fully understand students' lives, so that students' participation in the curriculum becomes passive (Budimansyah, 2008: 182). Increasing students' awareness of their environment, they must be involved in habituation activities related to the daily environment. Using a citizenship approach can help students become more knowledgeable which has a positive impact on their social life, as a result many elementary school children who have understood the concepts, attitudes, and values related to environmental sustainability do not have awareness of environmental sustainability. The environment is something that is very important in human life, because the environment has a role in human life and is responsible for the good and bad of the environment around it. The environment is very important in determining the good and bad of a person in life, so the character of caring for the environment must be instilled from an early age in order to have good habits in the future. Students' concern for the environment can start from themselves and start from simple things such as throwing garbage in its place, planting trees and saving water and electricity. It is very important to instill a character of caring for the environment in children from an early age.

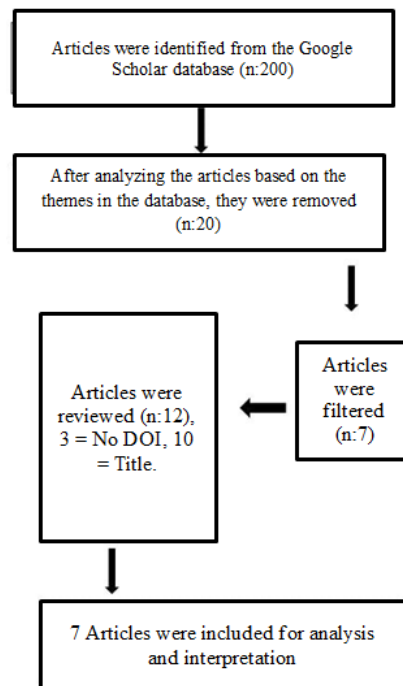
This shows that there are still many students who do not care about their environment and this shows a character of caring for the environment that is increasingly worrying. Regarding the lack of caring for the environment in the community, it is necessary to instill a character of caring for the environment from an early age that plays a role in socializing and teaching responsible behavior towards the surrounding environment. To address the challenges of cultivating an environmentally conscious character, environmental awareness education should be instilled from an early age through elementary school. Students' environmental awareness is not solely the responsibility of the principal, but should also be supported by the school community and even the local community. According to Daryanto and Suryatri Darmiatun (2013:71), environmental awareness is an attitude and action that seeks to prevent damage to the surrounding natural environment and to develop efforts to repair existing damage. An environmental awareness is the obligation of all humans to nature. As social beings, humans also interact with nature; they must protect and preserve the environment, as well as prevent environmental damage. One lesson that can be used to build environmental awareness in students is Citizenship Education (PKN). Civics (PKN) aims to develop good citizens, possessing the knowledge, skills, and character necessary for continuous contribution to community, national, and state life (Danker, 2023; Notanubun, 2021; Nurjanah, 2020; Sabrina, 2023; Sulistiyowati, 2020). In the context of building environmental awareness, Civics (PKN) can be an appropriate platform for instilling environmental values and character in students. Through Civics learning, students can be introduced to concepts such as the rights and obligations of citizens, environmental governance, and sustainable development. Furthermore, Civics can also instill environmental values and character, such as respect for nature, wise use of resources, and responsibility for environmental sustainability.

This is crucial for developing a young generation that cares about the environment and is ready to become agents of change in preserving the earth. Building environmental awareness through Civics (PKN) learning in elementary schools has several advantages (Ghosn-Chelala, 2019; Hunter, 2020; Ma, 2023; van Klinken, 2019). First, elementary school is a key period for character and value formation in children. At this age, children are still very open and easily absorb the positive values taught. Second, Civics learning in elementary schools can reach all levels of society, not just certain groups. This ensures that efforts to build environmental awareness can reach a large portion of the younger generation in a region. Third, Civics learning in elementary schools can be integrated with various other subjects, such as Natural Sciences (IPA), Indonesian Language, and others. This integrated approach can help students understand environmental issues from various perspectives and develop a more comprehensive understanding. However, to ensure the success of this effort, learning strategies are needed that are easy to understand and engaging for elementary school students. Teachers must be creative in designing and implementing learning methods that can develop environmental awareness while fostering environmentally conscious character in students. One approach that can be applied is the use of interactive and visual learning media, such as videos, images, or simulations. These media can clearly illustrate the impact of environmental damage and the importance of preserving nature. Furthermore, learning activities outside the classroom, such as field trips to green areas, parks, or forests, can also provide students with direct experience of the importance of preserving the environment. These real-life experiences can leave a deeper impression and help instill environmental values in students. Problem-based learning projects can also be an effective strategy.

In this method, students are confronted with real-life environmental problems and asked to find creative solutions. In this way, students not only gain knowledge about environmental issues but also develop critical thinking and problem-solving skills. Group discussions and debates can also be used to encourage students to think critically, analyze environmental issues, and develop logical arguments. Activities such as these can help students understand the complexity of environmental problems and the importance of participating in environmental preservation efforts. In addition to learning strategies, the school environment must also support efforts to build environmental awareness. Schools can provide facilities and policies that encourage environmentally friendly behavior, such as recycling programs, reforestation, and energy conservation. This way, students not only learn theoretically but also can practice environmentally conscious behavior in their daily lives in the school environment. Teachers have a very important role in building environmentally conscious character in students through Civics learning. Teachers must be able to design and implement effective learning strategies and be role models in practicing environmentally friendly behavior. Teachers are also required to have extensive knowledge and skills on environmental issues and appropriate learning methods to instill environmental values in students. Supporting the role of teachers, training and professional development of teachers in the field of environmental education is very important. The government and educational institutions must provide relevant training programs to increase teachers' capacity in teaching environmental issues and integrating them into Civics learning. In addition, the involvement of parents and the local community is also very important in efforts to build environmental awareness in students. Parents must support and practice environmental values at home, so that what is taught in school can be reinforced and practiced in students' daily lives. Local communities can also be involved in programs aimed at preserving the environment, so that students can learn from real-life examples around them.

Research Methodology

This research is a literature study with the method used, namely Systematic Review (SR) or generally called Systematic Literature Review (SLR) is a systematic technique for collecting, critically testing, integrating and collecting the results of various research studies on research questions or topics that want to be explored. The research begins by finding articles related to the research topic that will later be studied. A systematic review is a method of reviewing a particular problem by identifying, evaluating, and selecting certain problems and asking questions that are clearly resolved based on predetermined criteria. This follows previous research that is of good quality and relevant to the research question. This study uses the Systematic Literature Review (SLR) method, a systematic, explicit, and reproducible method for identifying, evaluating, and synthesizing research works and ideas that have been carried out by researchers and practitioners aimed at recognizing, reviewing, and evaluating all research. This study consists of several stages, including: First, the question is how does character education affect elementary schools? Second, the data population in this study is a journal that focuses on character education in elementary schools to improve students' good character. The literature study search begins by using existing data on Google Scholar obtained using the publish or perish application. The keyword used is the relationship between character education in elementary schools by limiting articles from 2016 to 2023. Third, after obtaining various articles. Researchers obtained 200 articles related to the theme of Character Education in the Google Scholar Database search, then selected 20 articles related to the topic studied from several articles. Then, we studied the articles in detail and those that were relevant to the Character Education material. Of the 20 articles included and examined in detail, seven articles were selected that were relevant to the discussion theme, while 180 were excluded from the discussion or search. The seven articles obtained were primarily aligned with the research theme and will be presented in the discussion and conclusion sections. The following is a flowchart of the exclusion and inclusion process at the Systematic Review stage (n: number of articles).



Picture 1. Flowchart of the systematic literature review

Result & Discussion

Character education at the elementary school level plays an important role as an initial phase in cultivating and shaping the character of students, considering that they are in a developmental period. Therefore, the role of teachers is very significant in shaping the character of students through the learning process in the classroom. This is due to the fact that teachers are the ones who directly interact with students during their time at school. (Indrastoeti, 2016). Strengthening the character values of discipline is based on the fact that nowadays there are many deviant and undisciplined behaviors that conflict with various norms of character discipline (Dole, 2021). The results of the research from the seven journals show that Character Education in elementary schools is very important to be carried out and implemented and can have a significant impact on students' daily lives and learning processes. Based on the articles that have been reviewed regarding character education in elementary schools, it influences students' attitudes in daily life and even the learning process which will have a positive impact. In line with previous research by (Anugraheni, 2018) character refers to the way of thinking and behavior of each individual in life and interacting within the family, community, nation, and state environment. An individual with good character is an individual who is able to make decisions and is ready to be responsible for the results of those decisions. The value of character education is a trait or something that is considered very important and useful in human life. Character values can be a guide or guideline for behavior. In this study, the values of character education that can be developed are discipline and responsibility. Character values are very important for humans to have, the value of discipline and other character values.

The development of character education is discipline and responsibility. An important factor in determining the character of a leader is positive habits and some examples of instilling character values in students in obedience to worship as a discipline value, being on time when entering and leaving class as a discipline value, giving students the opportunity to ask questions, giving praise to students who ask or answer teacher questions is a friendly/communicative value. Character values are strengthened in discipline in today's era, many deviant behaviors, indiscipline, contrary to the norms of character discipline. Within the character includes habits, behaviors that shape a person's actions in certain situations and ways of thinking. When feeling invisible to others can determine individual behavior in a person's character. The purpose of character education is to find out the results of education that focuses on character formation and improving the quality of the process and noble morals for students in an integrated, comprehensive, balanced and according to the graduation competency standards of each educational institution. The values contained in character education are tolerance, honesty, discipline, creativity, hard work, democracy, independence, national spirit (Annisa, 2019).

According to Ariyanti and Muslihati (2019), environmental character education plays a significant role in guiding students' responsible attitudes and actions towards environmental preservation. Civics learning is an effective way to instill environmental values in students. This finding suggests that personal and environmental awareness education is crucial to instill from an early age in order to foster responsible attitudes and behaviors in

students towards environmental preservation. Civics learning is an appropriate platform for instilling these values because its material encompasses the concepts of citizenship and environmental issues. Suryanda (2020) also argues that civics learning that integrates environmental issues has proven effective in fostering students' awareness and participation in the environment. Learning methods that actively involve students, such as discussions and projects, also contribute to the development of an environmentally conscious character. The explanation above demonstrates that integrating environmental issues into civics learning can increase students' awareness and concern for the environment. Learning methods that actively involve students have also proven effective in shaping an environmentally conscious character. In their research, Widyaningsih and Purwanti (2022) emphasized the importance of collaboration between schools, communities, and other stakeholders in building environmental awareness in students. This collaboration can be carried out through environmental education programs, environmental actions, or other activities involving students, schools, and the community. This opinion emphasizes that collaboration between schools, communities, and other stakeholders is indeed very necessary. The involvement of various parties in environmental education programs and real actions will further strengthen students' environmental awareness. Based on the literature review that has been conducted, there are several important results related to the importance of building environmental awareness through Civics learning in elementary schools to form an environmentally conscious character in students, namely:

1. **Environmental Care Character Education is Important to Instill from an Early Age**
Environmental character education is a crucial aspect of developing students' character. Instilling environmental awareness and concern from an early age will foster thought patterns and behaviors that demonstrate concern for environmental sustainability. This aligns with the goal of basic education, which focuses not only on cognitive aspects but also on affective and psychomotor aspects.
2. **Civics Learning Becomes an Effective Means of Instilling Environmental Care**
Civics Education (PKN) is a subject that plays a crucial role in shaping students' character, including environmental stewardship. Civics material covers the concepts of citizenship, Pancasila values, and environmental issues. Through Civics learning, students can be guided to understand the importance of preserving the environment and
3. **Varied and Contextual Learning Methods Are Required**
To build environmental awareness and concern in elementary school students, varied and contextual learning methods are needed. Learning methods that actively involve students, such as discussions, projects, and field practice, have proven more effective in instilling environmental values. Furthermore, the use of media and learning resources relevant to students' surroundings can also enhance their understanding and concern for the environment.
4. **The Role of Teachers and the School Environment is Very Important**
Teachers play a key role in instilling a caring attitude toward the environment in students. They must be role models by demonstrating environmentally conscious behavior in their daily lives. Furthermore, a supportive school environment, such as an environmentally friendly school policy, the availability of supportive facilities and infrastructure, and the involvement of the entire school community, are also crucial in fostering a caring attitude toward the environment in students.
5. **Cooperation with the Community and Other Stakeholders**
Efforts to build environmental awareness and concern in elementary school students cannot be carried out partially by schools alone. It requires collaboration and support from the surrounding community, government agencies, non-governmental organizations, and other stakeholders. This collaboration can take the form of environmental education programs, environmental actions, or other activities involving students, schools, and the community.

Based on the discussion above, it can be seen that building environmental awareness and concern in elementary school students through Civics (PKN) learning plays a very important role. This aligns with the goals of basic education, which emphasize not only cognitive aspects but also affective and psychomotor aspects. Environmentally conscious character is one of the characters that students must possess from an early age to form thought patterns and behaviors that reflect concern for environmental sustainability. Civics learning is an effective means of instilling an environmentally conscious character because Civics material covers the concepts of citizenship, Pancasila values, and environmental issues. Through Civics learning, students can be guided to understand the importance of preserving the environment and implementing environmentally conscious behavior in their daily lives. However, to build environmental awareness and concern in elementary school students, varied and contextual learning methods are needed. Learning methods that actively involve students, such as discussions, projects, and field practice, have proven to be more effective in instilling environmental values. In addition, the use of media and learning resources that are close to the students' surroundings can also increase their understanding

and concern for the environment. The role of teachers and the school environment is also very important in developing environmentally conscious character in students. Teachers must be role models by demonstrating environmentally conscious behavior in their daily lives. In addition, a supportive school environment, such as environmentally friendly school policies, the availability of supporting facilities and infrastructure, and the involvement of the entire school community, is also very important in developing environmentally conscious character in students. Efforts to build environmental awareness and concern in elementary school students cannot be carried out partially by the school alone. Cooperation and support from the surrounding community, government agencies, non-governmental organizations, and other stakeholders are needed.

This collaboration can be carried out in the form of environmental education programs, environmental actions, or other activities involving students, schools, and the community. Furthermore, research also reveals that the involvement of parents and the local community has a significant impact on strengthening environmentally conscious character in students. Parents who support and practice environmental values at home, as well as community participation in environmental programs, provide concrete examples and consistency in building student character. However, research also identifies several challenges in implementing Civics learning to build environmental awareness and environmental care in elementary school students. One of the main challenges is the lack of adequate resources and facilities in some schools, such as limited access to green areas or parks, as well as a lack of relevant teaching aids and media. Furthermore, some teachers have difficulty designing and implementing efficient and engaging learning strategies for elementary school students. The lack of training and professional development for teachers in environmental education is one of the factors hindering the success of this program. However, these challenges can be overcome with consistent and full support from the government, educational institutions, and the community. Providing an adequate budget, regular teacher training, developing a more comprehensive curriculum, and collaborating with environmental organizations and local communities can help improve the quality and success of this program. Civics Learning Strategies to Build Environmentally Caring Character. To develop an environmentally conscious character in elementary school students through civics learning, effective and engaging learning strategies are required. Here are some strategies that can be implemented:

1. Use of interactive and visual learning media, such as videos, images, or simulations, to illustrate the impact of environmental damage and the importance of preserving nature.
2. Learning activities outside the classroom, such as field trips to green areas, parks, or forests, to provide students with direct experience of the importance of preserving the environment.
3. Problem-based learning projects, where students are confronted with real environmental problems and asked to find creative solutions.
4. Group discussions and debates to encourage students to think critically, analyze environmental issues, and develop logical arguments.
5. Preparation of environmental campaigns or action programs in the school or community environment, such as recycling programs, greening, or energy saving campaigns.

The Role of Teachers and the School Environment

Teachers play a key role in developing environmentally conscious character in students through civics learning. Teachers must be able to design and implement effective learning strategies and serve as role models for practicing environmentally friendly behavior. Furthermore, the school environment must support these efforts by providing facilities and policies that encourage environmentally conscious behavior, such as recycling programs, reforestation, and energy conservation.

Challenges and Opportunities

Although efforts to build environmental awareness through civics learning in elementary schools have great potential in fostering environmentally conscious character in students, several challenges remain. One major obstacle is the lack of adequate resources and facilities in some schools to implement effective learning strategies. Furthermore, there are challenges in ensuring the sustainability of the program and the continuation of these efforts at a higher level. However, these challenges can be overcome with the support and commitment of the government, educational institutions, and the community. The government can provide support in the form of budget allocation, teacher training, and the development of a more comprehensive curriculum related to environmental issues. Educational institutions can collaborate with environmental organizations and local communities to develop relevant and contextual programs. Furthermore, opportunities to build environmental awareness through civics learning in elementary schools are also wide open. With advances in technology and digital media, teachers can utilize online and multimedia resources to enrich students' learning experiences. Project-based learning and field trips can also be effective methods to provide students with real-world experiences in environmental sustainability.

Collaboration and Partnership

Building environmental awareness through Civics (PKN) learning in elementary schools is not only the responsibility of schools and teachers, but also requires collaboration and partnerships with various parties. Parents and local communities must be involved in this effort to ensure that environmental values are also implemented in the family and community environment. In addition, partnerships with environmental organizations, non-governmental organizations, and other related institutions can enrich resources and expertise in developing effective programs. This collaboration can also provide opportunities to share best practices and learn from experiences that have been carried out elsewhere. Research conducted in several elementary schools that implemented Civics (PKN) learning to build environmental awareness and character in students showed positive results. Through various learning strategies applied, such as the use of interactive media, field activities, problem-based projects, group discussions, and environmental campaigns, students showed increased knowledge, attitudes, and behaviors that were more concerned about the environment. In terms of knowledge, students who participated in Civics learning with an environmental approach showed a better understanding of issues such as pollution, climate change, waste management, and natural resource conservation. They were able to explain the impact of environmental damage and the importance of maintaining environmental sustainability properly. Moreover, students also develop critical thinking skills in analyzing environmental problems and finding creative solutions. Through problem-based learning projects, students are trained to identify root causes, collect data, and propose innovative and sustainable solutions.

Changes in attitudes and behaviors of environmental concern are also seen significantly in students who participate in Civics learning with an environmental approach. They demonstrate a greater respect for nature, are wiser in using resources, and are more responsible in maintaining a clean environment. Some examples of positive behaviors observed include disposing of waste in its place, conserving water and electricity, and participating in greening activities in the school and community environment. By building environmental awareness and concern in elementary school students through Civics learning, it is hoped that it will shape a young generation that has an environmentally conscious character and contributes to efforts to maintain environmental sustainability. This is in line with the Sustainable Development Goals (SDGs), which emphasize the importance of preserving the environment and natural resources for future generations. Changes in attitudes and behaviors of environmental concern are also seen significantly in students who participate in Civics learning with an environmental approach. They demonstrate a greater respect for nature, are wiser in using resources, and are more responsible in maintaining a clean environment. Some examples of positive behavior observed include disposing of rubbish in its place, saving water and electricity usage, and participating in greening activities in the school and community environment.

Conclusion

Based on the results and discussion above, it can be concluded that Civics learning in elementary schools has great potential in building environmental awareness and a caring character in students. With effective learning strategies, support from teachers, parents, and the community, and program continuity, this effort can have a long-term positive impact on preserving the environment and creating a more sustainable society. However, consistent commitment and effort from various parties are needed to realize this noble goal. Building environmental awareness and a caring character in the younger generation is key to addressing increasingly serious environmental problems. Civics learning in elementary schools is the right platform to instill these values and character in students. With effective learning strategies, the active role of teachers, and the support of a conducive school environment, Civics learning can shape a caring character in students from an early age. This effort will have a long-term positive impact on

References

- Ariyanti, N., & Muslihathi, M. (2019). Environmentally conscious character education through civics learning in elementary schools. *Journal of Education and Teaching Review*, 2(2), 289-297.
- Danker, S. (2023). Citizenship, Social Justice, And Arts-Based Dialogue Through The Mississippi Freedom Summer Project Of 1964. Teaching Civic Participation with Digital Media in Art Education: Critical Approaches for Classrooms and Communities, 73-87. <https://doi.org/10.4324/9781003402060-8>
- Fajarini, U. (2020). Environmental-based civics learning to improve the environmental character of elementary school students. *Journal of Civic Education*, 7(2), 123-131.

- Ghosn-Chelala, M. (2019). Exploring sustainable learning and practice of digital citizenship: Education and place-based challenges. *Education, Citizenship and Social Justice*, 14(1), 40-56. <https://doi.org/10.1177/1746197918759155>
- Hunter, W. J. (2020). Blended and online learning for global citizenship: New technologies and opportunities for intercultural education. *Blended and Online Learning for Global Citizenship: New Technologies and Opportunities for Intercultural Education*, 1-200. <https://doi.org/10.4324/9780367821661>
- Ma, S. (2023). A lesson in port citizenship: Regimes of historicity in maritime museums in Yokohama, Japan, 1961-2022. *Historia Da Historiografia*, 16(41). <https://doi.org/10.15848/hh.v16i41.2091>
- Mulyani, ES, & Suntoro, I. (2021). Environmentally oriented civics learning strategies in shaping the environmental care character of elementary school students. *Journal of Elementary Education*, 9(2), 175-184
- Notanubun, Z. (2021). The Effect of Organizational Citizenship Behavior and Leadership Effectiveness on Public Sectors Organizational Performance: Study in the Department of Education, Youth and Sports in Maluku Province, Indonesia. *Public Organization Review*, 21(1). <https://doi.org/10.1007/s11115-020-00475-4>
- Nurhayati, E., & Suryani, N. (2019). The influence of environmental-based civics learning on the environmental care character of elementary school students. *Scientific Journal of Environmental Education*, 11(1), 36-44.
- Nurjanah, S. (2020). The influence of transformational leadership, job satisfaction, and organizational commitments on Organizational Citizenship Behavior (OCB) in the inspectorate general of the Ministry of Education and Culture. *Cogent Business and Management*, 7(1). <https://doi.org/10.1080/23311975.2020.1793521>
- Prasetyo, B., & Wiyono, BB (2022). Development of environmental-based civics learning media to improve the environmental character of elementary school students. *Journal of Civic Education*, 9(1), 54-62.
- Sabrina, R. (2023). The Influence Of Person Organization Fit And Job Crafting On Organizational Citizenship Behavior With Work Engagement As An Intervening Variable At Bank Indonesia Representative Office Of North Sumatra. *Journal of Law and Sustainable Development*, 11(3). <https://doi.org/10.55908/sdgs.v11i13.580>
- Siswanto, R., & Patandung, Y. (2021). The role of teachers and the school environment in shaping the environmental character of elementary school students. *Journal of Elementary Education*, 8(1), 45-53.
- Sulistiyowati. (2020). The effect of parenting patterns and learning motivation towards citizenship lesson (PPKn) learning outcomes 11th grade SMA Negeri 3 Lumajang, second term academic year of 2017-2018. *IOP Conference Series: Earth and Environmental Science*, 485(1). <https://doi.org/10.1088/1755-1315/485/1/012096>
- Suryadi, D., & Putri, RE (2023), The importance of environmental character education from an early age through civics learning. *Journal of Early Childhood Education*, 7(1), 14-23.
- Suryanda, A., Azmi, N., & Sayuti, M. (2020). Integration of environmental issues in civics learning to increase environmental awareness of elementary school students. *Journal of Civic Education*, 4(1), 22-31.
- Susanti, R., & Wulandari, F. (2020). Implementation of environmental character education through civics learning in elementary schools. *Journal of Elementary Education*, 7(3), 267-276.
- van Klinken, G. (2019). Postcolonial citizenship in provincial Indonesia. *Postcolonial Citizenship in Provincial Indonesia*, 1-152. <https://doi.org/10.1007/9789811367250>
- Widyaningsih, TS, & Purwanti, E. (2022). Collaboration between schools, communities, and stakeholders in building environmental awareness among elementary school students. *Scientific Journal of Environmental Education*, 12(2), 98-107.