

2024

Citizenship and ecological education: Exploring the role of the Enzim Bakti community in raising ecological awareness

Prini Desima Evawani Ambarita

Universitas Pendidikan Indonesia, Indonesia, priniambarita@upi.edu

Cecep Darmawan

Universitas Pendidikan Indonesia, Indonesia, cecep darmawan@upi.edu

Rahmat Rahmat

Universitas Pendidikan Indonesia, Indonesia, rahmat@upi.edu

Syaifullah Syaifullah

Universitas Pendidikan Indonesia, Indonesia, syaifullah@upi.edu

Follow this and additional works at: <https://scholarhub.uny.ac.id/civics>

Recommended Citation

Ambarita, P. D., Darmawan, C., Rahmat, R., & Syaifullah, S. (2024). Citizenship and ecological education: Exploring the role of the Enzim Bakti community in raising ecological awareness. *Jurnal Civics: Media Kajian Kewarganegaraan*, 21(2), 237-244. <https://doi.org/10.21831/jc.v21i2.76486>

This Article is brought to you for free and open access by UNY Journal Collections. It has been accepted for inclusion in Jurnal Civics: Media Kajian Kewarganegaraan by an authorized editor.

Citizenship and ecological education: Exploring the role of the Enzim Bakti community in raising ecological awareness

Prini Desima Evawani Ambarita *

* Universitas Pendidikan Indonesia, Indonesia
priniambarita@upi.edu

Cecep Darmawan

Universitas Pendidikan Indonesia, Indonesia
cecepdarmawan@upi.edu

Rahmat

Universitas Pendidikan Indonesia, Indonesia
rahmat@upi.edu

Syaifullah

Universitas Pendidikan Indonesia, Indonesia
syaifullah@upi.edu

*Corresponding Author

Article History

Submitted : 13-03-2024
Revised : 10-09-2024
Accepted : 21-09-2024
Published : 30-09-2024

Article Link

<https://journal.uny.ac.id/index.php/civics/article/view/76486>

Abstract

This study aims to investigate the role of Enzim Bakti Community in raising ecological awareness through citizenship education, using a case study as the main approach. Enzim Bakti Community is a community organization that focuses on ecological and social activities at the local level. This study uses a phenomenological method to describe how this community influences its members' understanding and behaviour regarding environmental issues. An in-depth case study was conducted to understand the concrete contribution of Enzim Bakti Community in educating its members about ecological and citizenship responsibilities. The study's findings show that through various activities such as tree planting, recycling campaigns, and environmental counselling, this community has created a deeper awareness of the importance of preserving the environment. The citizenship education implemented by Enzim Bakti Community broadens its members' knowledge about environmental issues and builds active involvement in promoting sustainability principles in their daily lives. Through discussions, training, and collaborative projects, community members learn to consider the ecological impacts of their actions and contribute to collective efforts to improve local environmental conditions. This study provides in-depth insights into how local communities can act as agents of social change in raising ecological and citizenship awareness. The implications of this study highlight the important role of civil communities in building a more environmentally conscious society and committed to collective action for a more sustainable future.

Keywords: Enzim Bakti community; citizenship education; ecological awareness

Introduction

Warnings about the climate and ecological emergency have been published recently (Cottey, 2022). There is debate about social constructivism and its relation to carbon



economics, climate change, and various ecological issues. (Newton et al., 2011). Ecological issues have become one of the main pillars of policy (Besselink & Yesilkagit, 2021). Ecological issues affect social, ecological and governmental dimensions (Cristiano, 2023)

Civic and ecological education is a powerful tool in shaping people's awareness and responsibility towards the environment. Feriandi (2024) emphasizes the need for learning models and media that integrate real practices with classroom learning processes regarding ecological citizenship, while Morgan (2018) highlights the importance of concern for ecological issues. In the face of global challenges such as climate change, pollution, and biodiversity decline, this education is a key foundation for equipping individuals with a deep understanding of ecological issues and practical ways to address them, empowering them to make a difference.

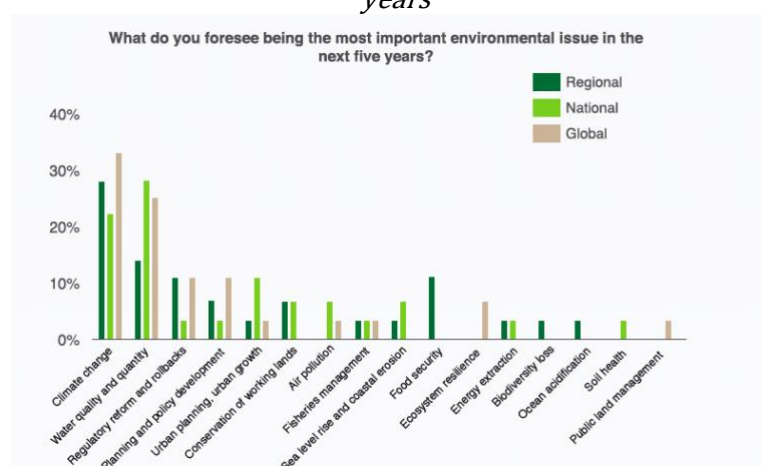
Community programs that focus on environmental education and action, such as the Enzim Bakti Community, are making significant strides in raising ecological awareness. As noted by Hunt-Hinojosa and Maher (2021), citizenship academics and practitioners are expanding their focus beyond traditional curricula to encompass environmental change. Stanton et al. (2022) further add that if citizenship inquiry planning develops into citizenship content competencies, relational commitments can be fostered, leading to a more aware and responsible community.

Lack of ecological knowledge and awareness often leads to environmentally damaging behaviours, such as littering and unsustainable use of resources. This community aims to raise ecological awareness by educating and disseminating information about good ecological practices. Hunt-Hinojosa and Maher (2021) note that citizenship academics and practitioners now go beyond the traditional curriculum to encompass environmental change. With this community-based approach, the Enzim Bakti Community not only plays a role in socio-cultural movements but also in addressing the lack of community understanding of the impact of their behaviour on the environment, which in turn supports behavioural change towards better sustainability practices.

Survey data from nicholasinstitute.duke.edu (2017) about the results of a survey of the most important environmental issues in the next five years from nearly thirty executives, including CEOs, presidents, executive directors, senior economists, chief scientists, and sustainability managers, from various sectors, resulting in real manifestations of change. Climate change is considered a major factor driving change, and some respondents who are optimistic about governance and regulation to protect the environment are not yet able to keep up with change, especially with technological innovation and the rapid spread and absorption of information. The survey results can be seen in Figure 1.

Figure 1.

Survey Results About what you think are the most important environmental issues in the next five years



Source: nicholasinstitute.duke.edu (2017)

Figure 1 on the most important environmental issues in the next five years reveals that most respondents feel that the recent general election has changed their strategies in dealing with environmental issues. In the context of Civic and Ecological Education, the findings of this survey have important implications. Along with the changing strategies expressed by respondents, it underscores the urgent need to include environmental issues in civic education curricula. Enzim Bakti Community, with its community-based approach, can serve as a model for integrating ecological awareness into civic education. This education must accommodate changes in policy and practice and prepare individuals to adapt quickly to evolving environmental challenges.

The survey also showed that some respondents were optimistic that upcoming environmental challenges could trigger innovation. In contrast, others felt the need for direct involvement and looked to the state and NGOs for a role. This is in line with the role played by Enzim Bakti Community in encouraging active engagement and community-based innovation. By educating its members about environmental issues and providing them with the skills to contribute to sustainability efforts, Enzim Bakti Community demonstrates how civic education can lead individuals to address environmental challenges proactively and effectively.

This underscores the importance of responsive and adaptive citizenship education, as exemplified by Paiz et al. (2023), LeCompte et al. (2020), and Sew et al. (2024), which demonstrates the need to integrate ecological awareness into the curriculum to address environmental challenges effectively. The Enzim Bakti Community provides a concrete example of how education and community engagement can address gaps in environmental policy and promote more sustainable actions. Integrating ecological awareness into civic education educates people about current issues. It prepares them to adapt quickly to changes occurring at the global and local levels, making them responsive and adaptive to the needs of a dynamic environment.

The Enzim Bakti Community is important in bridging the knowledge gap and increasing ecological awareness. Through a participatory approach, this community provides information and invites the community to be directly involved in environmental conservation activities. Activities such as composting, cleaning public areas, and training in environmentally friendly technology are examples of their efforts to change people's behaviour and promote a more sustainable lifestyle.

This study provides significant scientific contributions to the field of Pancasila and Citizenship Education (PCE) in Indonesia, particularly in the context of the integration of citizenship and ecological awareness. By focusing on the role of the Enzim Bakti Community, this study broadens the understanding of how community-based approaches can effectively increase environmental awareness in the community. The findings highlight the potential for community models such as Enzim Bakti to be more widely implemented in citizenship education curricula in Indonesia, which is increasingly relevant given the growing environmental challenges. Finally, this study strengthens the argument that citizenship education responsive to contemporary issues, such as the environment, is essential in shaping a more conscious and responsible future generation. By adopting similar approaches that have proven effective in this study, the education system in Indonesia can better prepare students to face global challenges while encouraging them to contribute positively to society and the environment.

Method

This research uses a qualitative approach; according to Rukajat (2018), research uses qualitative aims to explore theories based on real-world facts rather than testing theories or hypotheses. In this context, the type of qualitative research applied is a case study. For the case study on the role of the Enzim Bakti Community in raising ecological awareness, the first stage

involves setting goals and formulating problems, such as how this community educates the public and the effectiveness of its programs.

Next, the researcher conducted a literature study to understand the theories related to citizenship education and ecological awareness and to develop a relevant theoretical framework. The research design includes the methods, samples, and instruments used. Data were collected through interviews with program managers and participants, observations of community activities, and analysis of related documents, allowing the researcher to explore how this community contributes to increasing ecological awareness and the effectiveness of the implemented program. After collecting the data, an analysis was conducted to identify key themes and emerging patterns. The analysis results were used to conclude the impact and effectiveness of the Enzim Bakti program, as well as provide recommendations for the development of related programs or policies. Finally, a research report was prepared and presented to stakeholders to convey key findings and suggestions for follow-up. The research process was evaluated to identify strengths and weaknesses, as well as follow-up steps needed to implement recommendations.

Result and Discussion

Research on citizenship education implemented by the Enzim Bakti Community shows a significant positive impact on its members regarding environmental awareness and active involvement. The community uses various methods such as discussions, training, and collaborative projects to disseminate knowledge about environmental issues. With this approach, members broaden their understanding of ecological issues and learn to apply sustainability principles in their daily lives.

Through discussions in the Enzim Bakti Community, community members can share knowledge and perspectives, and discuss practical solutions to the environmental problems they face. This finding is in line with the opinion of Sunarso (2024), which states that community forums play an important role in expanding shared understanding and collaboration in addressing environmental issues. Active and experience-based discussions in these communities enable members to develop more effective and locally context-based strategies, enhancing their ability to address environmental challenges in a more sustainable and innovative way. The training provided helps to improve practical skills and an in-depth understanding of ways to protect and preserve the environment. In addition, collaborative projects provide opportunities for members to directly participate in activities that support sustainability, such as environmental cleanups or tree planting, which in turn strengthens the sense of responsibility towards the environment at the individual level. The role of community forums in fostering collaboration and shared understanding is crucial in promoting a collective approach to environmental issues, making the audience feel the importance of open dialogue and collective problem-solving.

This study revealed that active involvement in community activities that focus on environmental issues could encourage positive changes in the daily behaviour of its members. This is in line with findings from Garwood et al. (2021), which show that participation in environmental communities can strengthen individual understanding.

Besides that, Heggart et al. (2019) and Siegel-Stechler (2019) support the view that effective civic education plays a crucial role in building ecological awareness. Community members involved in civic education programs often show increased knowledge about the environmental impacts of their actions and are more likely to adopt environmentally friendly behaviours. This suggests that integrating civic education into community activities can be a powerful tool to encourage active participation and promote environmental conservation efforts more broadly and effectively.

This study provides important insights into how local communities can act as social change agents in increasing ecological awareness and citizenship. These findings are in line

with the view of Lo and Kisa (2021), which emphasizes that local communities have great potential to facilitate social change by promoting environmentally friendly practices and increasing active participation in citizenship activities. With an active engagement and collaborative learning approach, communities like Enzim Bakti can play a crucial role in promoting sustainability and positively impacting the local environment. Xu and Yang (2018) underline the importance of collaborative learning methods in sustainability, showing that active community participation can strengthen understanding and commitment to environmentally friendly practices. Payne et al. (2020) add that involvement in community projects based on sustainability principles can expand positive impacts at the local level, strengthen environmental awareness, and encourage greater participation in conservation actions. Therefore, communities like Enzim Bakti that apply this approach can effectively inspire collective action and create sustainable change in the local context.

This study's results emphasise the importance of the Enzim Bakti Community as the primary agent in building a society that cares more about the environment. John et al. (2011) show that local communities can facilitate environmental awareness and mobilise pro-environmental actions through direct involvement. In addition, Fernandez et al. (2019) support this view by showing that communities focused on environmental issues can facilitate education, collaboration, and active participation, all of which are important in building strong environmental awareness. Their research shows that through community-based programs, members can better understand the impact of their actions on the environment and feel more motivated to engage in conservation efforts. Thus, the Enzim Bakti Community is an effective catalyst in encouraging positive change and increasing ecological awareness in local communities.

As a civil society, Enzim Bakti has succeeded in creating an effective platform where its members not only receive information on environmental issues but also actively engage in various sustainability initiatives. Franco et al. (2023) show that communities like Enzim Bakti can be a model in educating and motivating individuals to understand and pay attention to the environmental impact of their daily actions. Kelaher et al. (2014) highlights how active involvement in community programs can strengthen environmental awareness and facilitate significant behavioral change. In addition, Henderson (2014) adds that direct participation in sustainability initiatives can increase an individual's sense of responsibility towards the environment. With this approach, Enzim Bakti serves as a concrete example of how community groups can effectively promote sustainable practices and build ecological awareness. The active involvement of community members in these initiatives not only increases their understanding of environmental issues but also empowers them to make a positive impact, inspiring others to do the same.

The Enzim Bakti Community applies an approach based on collective action and active participation, which has proven effective in increasing environmental awareness among its members. Kim (2016) underlines that this method allows members to be directly involved in environmental training, discussions and projects, which educate them about the importance of sustainability and provide them with concrete skills to apply in their daily lives. Lee (2020) adds that this approach encourages active engagement that increases individuals' sense of responsibility towards the environment and strengthens their commitment to sustainable practices. Ilavarasan (2013) shows that involvement in collective action influences members' behaviour and has a broader impact on society. This study reveals that by building awareness and facilitating active participation in sustainability activities, communities such as Enzim Bakti contribute to positive social change. Community members not only adopt environmentally friendly behaviours in their personal lives but also spread this knowledge to others, extending their positive impact beyond the boundaries of the community and contributing to broader changes in society. This sense of community and shared responsibility is a powerful motivator for individuals to continue their efforts in promoting sustainability.

Conclusion

This study reveals that the Enzim Bakti Community is essential in increasing ecological awareness through civic education with a case study approach. The findings show that this community effectively influences its members' understanding and behaviour towards environmental issues through tree planting, recycling campaigns, and environmental counselling. The phenomenological method shows that applied civic education broadens members' knowledge of environmental issues and encourages them to be actively involved in daily sustainability practices. Furthermore, the study's results confirm that through various activities such as discussions, training, and collaborative projects, community members can understand the ecological impacts of their actions and contribute to collective efforts to improve local environmental conditions. This study provides important insights into how local communities can act as social change agents in increasing ecological and civic awareness. The implications of this study show how vital civic communities are in building a society that is more environmentally conscious and committed to collective action to achieve sustainability in the future.

References

- Bananuka, T., Perry, M., & Kadoma, A. (2023). Researching without “methods”: an experiment in socio-ecological sustainability research with rural communities. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231179159>
- Besselink, T., & Yesilkagit, K. (2021). Market regulation between economic and ecological values: Regulatory authorities and dilemmas of responsiveness. *Public Policy and Administration*, 36(3), 304-322. <https://doi.org/10.1177/0952076719827630>
- Cottey, A. (2022). Climate and nature emergency: from scientists' warnings to sufficient action. *Public Understanding of Science*, 31(6), 818-826. <https://doi.org/10.1177/09636625221100076>
- Cristiano, S. (2023). “Unpacking state-society relations in the urban space: What are the Limit(s) of compromise?”. The dilemma about answering such a question and some recent Venetian experiences. *Philosophy & Social Criticism*, 49(5), 621-628. <https://doi.org/10.1177/01914537231164626>
- Feriandi, Y. A. (2024). *Disertasi: Pengembangan model pembelajaran ppkn berbasis ekologi untuk menanamkan kompetensi ecological citizenship pada siswa sekolah menengah pertama kota Madiun*. Bandung: Universitas Pendidikan Indonesia
- Fernandez, K., Robichau, R., & Alexander, J. (2019). Fostering civic health: an analysis of the generative and mediating activities of community-based organizations. *The American Review of Public Administration*, 49(7), 762-776. <https://doi.org/10.1177/0275074019854177>
- Franco, Z., Davis, C. S., Kalet, A., Hooyer, K., Nelson, D., Amin, Q. E., Stevenson, M., Cox, K., Yaspan, A., Perkins, H., Kryshak, T., Kryshak, M., Spellecy, R., Abdullah, A., Lord, M., O'Connor, S., & Ahmed, S. M. (2023). Medical school civic engagement during Covid-19: activating institutions for equitable community response. *Journal of Humanistic Psychology*, 0(0). <https://doi.org/10.1177/00221678231206202>
- Garwood, J. D., Ciullo, S., Wissinger, D. R., & McKenna, J. W. (2021). Civics education for students with learning disabilities and emotional and behavioral disorders. *Intervention in School and Clinic*, 56(4), 250-254. <https://doi.org/10.1177/1053451220944143>
- Heggart, K., Arvanitakis, J., & Matthews, I. (2019). Civics and citizenship education: What have we learned and what does it mean for the future of Australian democracy?. *Education, Citizenship and Social Justice*, 14(2), 101-117. <https://doi.org/10.1177/1746197918763459>

- Henderson, A., Pancer, S. M., & Brown, S. D. (2014). Creating effective civic engagement policy for adolescents: quantitative and qualitative evaluations of compulsory community service. *Journal of Adolescent Research*, 29(1), 120-154. <https://doi.org/10.1177/0743558413502532>
- Hunt-Hinojosa, E., & Maher, B. D. (2021). The contentious rise of the new civics: contending with critiques of new civics as a leftist enterprise. *Teachers College Record*, 123(11), 20-37. <https://doi.org/10.1177/01614681221087291>
- Iavararasan, P. V. (2013). Community work and limited online activism among India youth. *International Communication Gazette*, 75(3), 284-299. <https://doi.org/10.1177/1748048512472945>
- John, P., Fieldhouse, E., & Liu, H. (2011). How civic is the civic culture? explaining community participation using the 2005 english citizenship survey. *Political Studies*, 59(2), 230-252. <https://doi.org/10.1111/j.1467-9248.2011.00891>
- Kelagher, M., Berman, N., Dunt, D., Johnson, V., Curry, S., & Joubert, L. (2014). Evaluating community outcomes of participation in community arts: A case for civic dialogue. *Journal of Sociology*, 50(2), 132-149. <https://doi.org/10.1177/1440783312442255>
- Kim, Y.-I., Jang, S. J., & Johnson, B. R. (2016). Tying knots with communities: youth involvement in scouting and civic engagement in adulthood. *Nonprofit and Voluntary Sector Quarterly*, 45(6), 1113-1129. <https://doi.org/10.1177/0899764016634892>
- LeCompte, K., Blevins, B., & Riggers-Piehl, T. (2020). Developing civic competence through action civics: a longitudinal look at the data. *The Journal of Social Studies Research*, 44(1), 127-137. <https://doi.org/10.1016/j.jssr.2019.03.002>
- Lee, C. W. (2020). Who is community engagement for?: the endless loop of democratic transparency. *American Behavioral Scientist*, 64(11), 1565-1587. <https://doi.org/10.1177/0002764220945358>
- Lo, J. C., & Kisa, Z. (2021). Requiring civics then and now: potentials and pitfalls of mandated civics curriculum. *Teachers College Record*, 123(2), 1-42. <https://doi.org/10.1177/016146812112300202>
- Morgan, T. V. (2018). A creative communication on ecological issues in Nigeria. *Visual Communication*, 17(4), 451-460. <https://doi.org/10.1177/1470357218779105>
- Newton, T., Deetz, S., & Reed, M. (2011). Responses to social constructionism and critical realism in organization studies. *Organization Studies*, 32(1), 7-26. <https://doi.org/10.1177/0170840610394289>
- nicholasinstitute.duke.edu. (2017). Climate Pollution Reduction Grant <https://nicholasinstitute.duke.edu/>
- Paiz, C. O., García Bedolla, L., & Gutiérrez, K. D. (2023). Civics on the move: the politics of latinx civic integration. *The ANNALS of the American Academy of Political and Social Science*, 705(1), 192-207. <https://doi.org/10.1177/00027162231190530>
- Payne, K. A., Adair, J. K., Colegrove, K. S. S., Lee, S., Falkner, A., McManus, M., & Sachdeva, S. (2020). Reconceptualizing civic education for young children: recognizing embodied civic action. *Education, Citizenship and Social Justice*, 15(1), 35-46. <https://doi.org/10.1177/1746197919858359>
- Rukajat,A. (2018). *Pendekatan Penelitian Kualitatif*.Yogyakarta: Deepublish
- Stanton, C. R., Morrison, D., & Hancock, H. (2022). Planning community-centered inquiries: (re)imagining k-8 civics teacher education with/in rural and indigenous communities. *The*

Journal of Social Studies Research, 46(1), 85-99.
<https://doi.org/10.1016/j.jssr.2021.11.001>

Sunarso, Hidayah, Y., Firmansyah, A., Arpanudin, I. (2024). Content analysis of Pancasila and civic education curriculum at the junior high school level in Indonesia: philosophical perspectives in affirming civic identity. *Jurnal Civics*, 21(1).
<https://doi.org/10.21831/jc.v21i1.63161>

Xu, H., & Yang, M. (2018). Development of adolescent moral and civic identity through community service: a qualitative study in Hong Kong. *Journal of Adolescent Research*, 33(2), 247-272. <https://doi.org/10.1177/0743558417698570>