

## Resilience in Facing Ecological Challenges; Strategies for Integrating Environmental Education to Build Sustainable Behavior

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### Abstract

Ecological education in the form of green schools is a breakthrough program of UNESCO in order to. The purpose of this study are to 1) find out the implementation of the green school concept from two countries, namely indonesia and thailand. 2) to describe the impact of green schools to support sustainable behavior. In this study used descriptive quantitative research design. The subject in this study were the teacher of SMPN 2 Balong, Ponorogo, Indonesia and Ban-Ellert School Loei,Thailand, the school that have implemented the concept of green schools in both countries. The Researcher using focus group discussions as data collection. techniques,the data were analyzed used critical analysis.The results indicated of this study indicated that the implementation of the green school concept in both focused on environmental education and community involvement. The green school programmes has showed significant impacts on students' ecological awareness and sustainable development. With green school program The students' enjoyed the school environment and boosted their learning motivation. The active involvement of all parties, including teachers, students, parents, and the school community, are essential to succed this programme, efforts to integrate environmental values into the curriculum and day-to-day activities in schools also need to be enhanced to make the positive impact more visible.

*Keywords: green schools, ecological awarness, sustanable behaviour, sustainable develeopment goals*

### INTRODUCTION

Environmentally based education, which is supported by UNESCO through the Green Schools program which cares for and fosters an environmental culture in schools, aims to increase the importance of addressing climate-related issues in educational environments around the world. This initiative seeks to integrate sustainable practices and principles into the core of school curriculum, thereby nurturing a generation of environmentally conscious global citizens (Rosanti et al., 2022). By prioritizing the educational climate, Green School encourages schools and educational institutions to implement a holistic approach that not only improves academic learning but also instills the values of environmental care and sustainability (Priatna, 2020).

Climate change and natural damage have caused various disasters throughout the world, such as drought, extreme weather, floods and other impacts . This phenomenon not only threatens environmental sustainability, but also has an impact on the social and economic welfare of society at large (Ihsan et al., 2023).

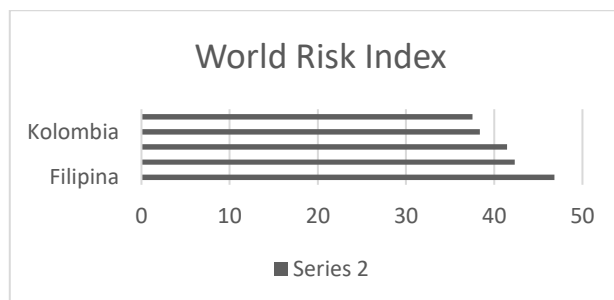


Figure 1. Five countries with the highest global risk index scores

Figure 1 shows the high number of disasters that occur in Indonesia, which is in third place (according to the World Risk Report), so it requires action from all parties, including the world of education. Eco-education (Eco-edu) or often called Environment-based Education is a concrete action to realize Sustainable Development Goals (SDGs) number 13, namely climate action (Kioupi & Voulvoulis, 2019), (Nurwaqidah et al., 2019). Involving teenage students, this action is expected to be a form of disaster mitigation which includes increasing awareness from a young age (Ardoin et al., 2020), (Puspitasari, 2021), (Syahrial et al., 2020) (Ardoin & Bowers, 2020), (Puspitasari, 2021) (Syahrial et al., 2020), forming good behavior/sustainable character towards the environment, and forming a community to save the environment (Debrah et al., 2021), (Ekayanti et al., 2022) (Ekayanti et al., 2022), (Debrah et al., 2021), (Maghfiroh, 2022). In order to realize this sustainable community, individuals are needed who have ecoliteracy, sustainable awareness, and behavior which will ultimately accelerate the reorientation of education, achieving a sustainable world and a resilient planet (Sunari & Nurhayati, 2023). The role of education includes formulating school policies regarding eco-edu, implementing the eco-edu curriculum, supporting school facilities, and involving partnership networks, which are the main strategies for achieving the SDGs (Desfandi et al., 2017).

In this context, environmentally based education that raises awareness of the impacts of climate change and teaches the principles of poverty is becoming increasingly important. Green School is a clear example of an educational initiative that focuses on passion, by integrating learning about renewable energy (Priatna, 2020) organic farming (Widanti, 2022), waste management (Meitayani et al., 2022), and nature conservation efforts in its curriculum (van Velzen & Helbich, 2023). Even so, not all schools in the world are able to implement a model like Green School because it requires high investment in environmentally friendly infrastructure, the use of green technology, and staff training to adopt a comprehensive environmentally based education approach. These costs include the construction of sustainable buildings such as those made from natural materials such as bamboo, renewable energy systems such as solar panels, and environmentally friendly waste management (Agustin & Acwin Dwijendra, 2023) (Chitra & Gurung, 2021), (Meiboudi et al., 2018). On the other hand, other aspects that need to be considered are support from the government, education policies that support a sustainable approach, and public awareness of the importance of environmental education (Dlimbetova et al., 2023). Overall, to achieve global sustainable development goals, collaborative efforts are needed involving various parties, including governments, schools, the educational community and the general public (Widanti, 2022).

To ensure the success of programs such as Green Schools, a deep understanding of effective strategies and methods for integrating environmentally based education at all levels of education is required. Therefore, the purpose of this study are as follows :

1. To find out the Implication of the Green School concept in two countries, namely Indonesia and Thailand
2. To describe the impact of green schools in supporting sustainable behavior.

## METHODS

This research uses a qualitative method with an exploratory approach, focus group discussion (FGDs), is used as data collection techniques. FGDs is one of the primary data sources in this research. FGDs enable researchers to delve deeply into the lived experiences and perceptions of participants. By engaging in a group discussion, participants can reflect on their experiences, share personal stories, and provide nuanced insights that may not emerge in individual interviews or surveys. Meanwhile, in-depth interviews were conducted with the school to see the level of success of eco-edu and to find the school's obstacles in stopping the green school program. Respondents in this study from two countries, namely schools that carry the concept of green school from Indonesia and Thailand. for the Indonesian school involved, namely SMPN 2 Balong Ponorogo Indonesia and Ban- Elert School Loei, Thailand. In this study, interviews are described as instruments used to dig deeper into the information needed in research. In this study using focus group discussions as a data collection technique with the procedure presented as follows:

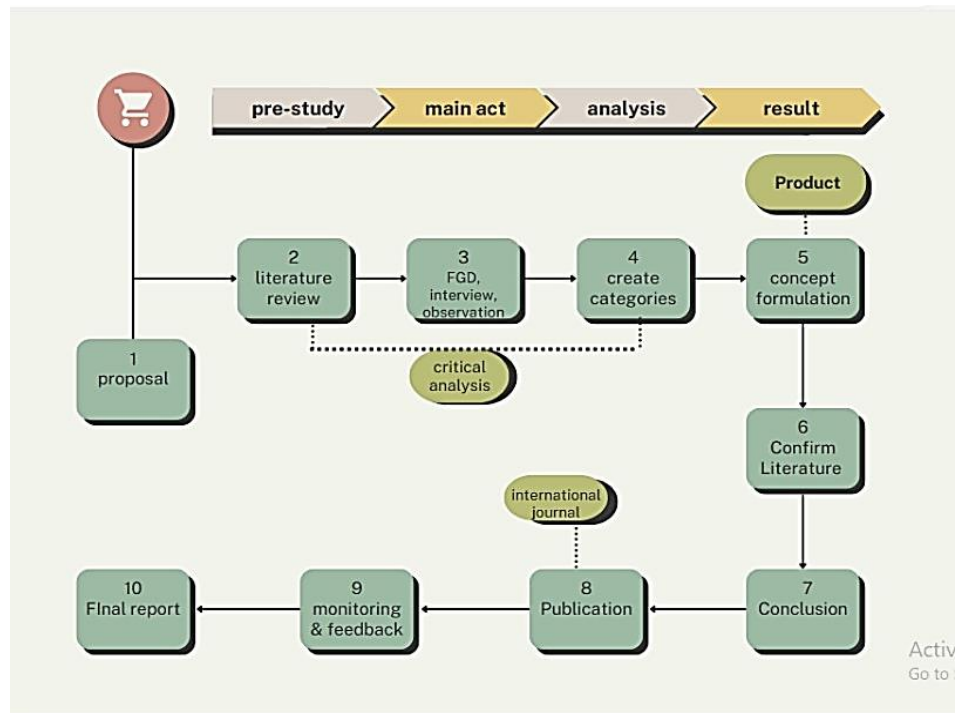


Figure 1. Data Collection procedure

Figure 1 shows the program implementation road map divided into several stages. These stages are designed to make it easier to implement the research program and so that it runs on target. The program design in general includes: (1) pre-study, through literature review, (2) core research activities by conducting FGDs with schools involved as research subjects about Eco-edu practices that have been implemented in schools and are effective in building sustainable behavior of school residents, and direct observation in the field, (3) analyzing all data and carrying out critical analysis by comparing theories and various existing good practices, and (4) final activities/results which include concept formulation, confirming back to literature and experts through follow-up FGDs, preparing reports and outputs, then evaluating the entire program. This research uses critical analysis of the focus discussions that have been carried out.

## FINDINGS AND DISCUSSION

The Green School concept has been implemented in various countries, including Indonesia and Thailand, with a focus on promoting sustainable environmental practices and ecological awareness.

### 1. The implementation of the Green School concept in two countries, Indonesia and Thailand

#### *Indonesia*

The green program in Indonesia aims to create environmentally conscious schools by integrating environmental education into curriculum. This program emphasizes community engagement and outreach to foster sustainable behaviors (Rahmah, 2018). The implementation of Green School programs in Indonesia involves various activities such as garbage pick-up movements, waste management, and environmental education. These initiatives are designed to promote self-awareness and community involvement in environmental conservation (Dlimbetova et al., 2023). Public and private schools in Indonesia have implemented the green school program, which includes activities like reducing waste, conserving energy, and promoting eco-friendly practices (Suci Megawati et al., 2023). The implementation of the concept of ecology education has been applied in schools in the region of Ponorogo. But for the concept of environmental education that has been applied at some schools in the Ponorogo region, in the presence of these schools, by implanting a culture of caring for the environment, changing the behavior of the efficiency of natural resources, carrying out energy-saving movements, avoiding the impact of global climate change and disaster management planning programs, and implementing schools that have a green house. As for the concept that has been implemented, it is under the auspices of the environmental agency in Ponorogo district that empowers the parties—the school concept of environmental education by way of socialization with principals in SMPN 2 Balong that have implemented environmental education. The form of concepts realized in green schools in SMPN 2 Balong, as follows:

- a. Disposing of segregated waste with a waste bank program where, this waste bank program is aimed at instilling a sense of awareness in students about sorting organic and inorganic waste, and the school provides garbage boxes based on the type of waste.
- b. Realizing a water conservation program, where, The aim is to maintain the existence and sustainability of water resources and reduce negative impacts on the environment.
- c. Making eco bricks for plant pots, where this program is aimed at making the most of resources by utilizing existing used goods such as used plastic bottle waste which is used and processed into eco-bricks to be used as plant pots.
- d. Utilizing biopores as a prevention of natural disasters, where the Biopore program helps prevent flooding by absorbing rainwater into the soil. The small holes formed in the soil by earthworms and plant roots increase water absorption, reducing waterlogging and flooding.
- e. Making natural fertilizers as a form of utilization of organic waste, This program is aimed at reducing organic waste from the school, such as food scraps and leaves, which are then converted into compost that can be used to fertilize plants around the school.

#### *Thailand*

The Green School concept in Thailand emphasizes holistic education, and intellectual growth. This approach aims to develop well-rounded students who are environmentally conscious and socially responsible. Green School in Thailand involves community classes after school hours, local food integration, and environmental activities (Nur et al., 2022). This holistic approach encourages students to engage with their local environment and develop sustainable practices (Ellis et al., 2023). The Green School curriculum in Thailand includes creative studies, and environmental education.

Forms of school integration in environmental education at Ban- Ellert School Loei, Thailand as follows:

- a. Class cleaning and plant watering activities with regular scheduling, where The "clean class" and "water the plants" activities at school are to maintain a healthy, comfortable and productive school environment.
- b. Planting berries in the school yard, Planting plants in school gardens is an integral part of the concept of "green school" which aims to create a healthier and more sustainable learning environment. Gardening activities can also raise students' awareness of nutrition. By growing vegetables and fruits, students learn about healthy food sources and how to grow them, which can reduce family spending on food.

c. Fashion shows by utilizing used goods in commemoration of the king's birthday. The event also aims to raise awareness among students and the public about the importance of recycling and waste management. By using used goods, students are taught to appreciate and use existing resources more efficiently. Through these activities, students can develop practical skills in designing and making clothes. It can also enhance teamwork skills and collaboration among students as they work in groups to create designs. Thus, fashion shows that utilize used goods are not only a source of creativity, but also contribute to better environmental education and social awareness among younger generations.

However, based on the form of realization of the green school concept in schools that have been implemented, it has not covered all aspects of green school-based schools such as learning subject matter that has not been integrated with the concept of green school and inadequate waste management in the school environment.

Both Indonesia and Thailand have implemented green school programs with a focus on environmental education and community engagement. This shared approach highlights the importance of integrating ecological awareness into educational systems. The specific activities and curriculum implemented in each country vary. Indonesia's green School program emphasizes community outreach and waste management, while Thailand's Green School focuses on holistic education. The success of these programs in both countries underscores the need for long-term ecological and conservation efforts. Stakeholders' involvement and community participation are crucial for the sustainability of these initiatives. Educational policies and programs should be designed to promote environmentally conscious behaviors and foster a culture of sustainability. In conclusion, the implementation of the green school concept in Indonesia and Thailand demonstrates the importance of integrating environmental education into educational systems. By adopting effective strategies and involving stakeholders, these programs can contribute significantly to the development of sustainable behaviors and ecological awareness.

## **2. The Impact of Green Schools in Supporting sustainable Behavior**

The Impact of green school in supporting sustainable development is multifaceted and far-reaching. For example, in environmental impact, the green school program use significantly less energy and water compared to conventional schools, reducing their environmental footprint and costs. Green schools implement waste reduction strategies, such as recycling and composting, to minimize waste sent to landfills and reduce greenhouse gas emissions. Green schools promote alternative transportation methods, such as walking, cycling, or carpooling, to reduce carbon emissions from transportation. The impact of green school for health and wellbeing, Green schools prioritize indoor air quality, which has been linked to improved cognitive function, reduced asthma attacks, and enhanced overall health. Green schools provide healthy environments through green spaces, natural light, and clean water, promoting student and staff wellbeing. Beside that, the implementation of green school for educational impact is that Green schools integrate environmental education into their curriculum, teaching students about sustainability, biodiversity, and environmental conservation. Green schools incorporate interdisciplinary approaches, such as hands-on activities and project-based learning, to foster a deeper understanding of environmental issues. In conclusion, green schools play a vital role in supporting sustainable development by reducing environmental impacts, promoting healthy environments, and fostering educational and community engagement. Integrating environmental education and sustainability practices into their operations, green schools can have a profound impact on the environment, health, and social wellbeing.

## **Discussion**

The results of the study presented above, it can be said that the concept of green school implantation between Indonesia and Thailand has similarities in the focus of application to the school environment and community engagement. The implementation of the implemented green school has importance for environmental components such as school land management, waste management, water management, and energy management are some of the components that are the objects of management in the Green School concept (Primasti, 2021). It aims to reduce greenhouse gas emissions and reduce the negative impact on the environment. Implementation of the Green School

concept can reduce greenhouse gas emissions that cause global warming (Floris, 2022). It is vital to prevent global warms that can affect global temperatures. The Green School Concept can raise environmental awareness among students and teachers (Giangrande et al., 2019). It can help encourage more environmentally friendly behaviour and raise awareness of the importance of environmental protection.

In addition, the green school concept can improve students' habits in protecting the environment, developing life by using environmentally friendly materials and increasing students' ability to face environmental challenges. This is in line with some previous research where by using the green school concept, students can improve their critical thinking skills, problem-solving skills (Oktarina et al., 2022). Green schools can save approximately four times the cost of going green, making them a financially sustainable option (Capraro et al., 2023). A green school application model to provide a platform for social learning, where students develop the essential skills and values needed for a sustainable future (Rosanti et al., 2022). The implementation of the concept of green school in the school environment, students will be able to enhance collaboration. The advantage of this approach is that children learn to work together in groups and thus socialize (Maghfiroh et al., n.d.). Their creativity is also encouraged, and they gain practical knowledge (Somwaru, 2016). The implementation of green school programmes in schools has a significant impact on environmental awareness and student character education (Zenelaj, 2023). The implementation of a green school program can boost the ecological awareness and interest of students in learning, although there are some obstacles to overcome (Novita Simanjuntak, 2017). As for the various parties that can influence the success of the green school concept that is implemented including, teachers have the responsibility to guide students in understanding the importance of environmental conservation (Yuan et al., 2022). They can integrate environmental materials into the curriculum through innovative and environmentally-based learning methods.

Teachers also play a role in organizing practical activities, such as greening and maintaining the school environment. Students are expected to actively participate in programs related to the environment, such as tree planting, environmental cleaning, and waste management (Tapia-Fonllem et al., 2023). Their involvement not only increases ecological awareness, but also shapes the character of environmental care (Primasti, 2021). They can contribute by providing education at home about the importance of protecting the environment, as well as supporting school activities. Parents' participation in school programs can strengthen the family's commitment to environmental conservation (Saini et al., 2023). Communities can be involved in reforestation activities, environmental clean-ups, and environmental education programs (Barth & Rieckmann, 2016). This creates a sense of ownership and shared responsibility for the environment. The active involvement of all parties, including teachers, students, parents, and the community, is essential to the success of this programme. Efforts to integrate environmental values into the curriculum and day-to-day activities in schools also need to be enhanced to make the positive impact more visible. In conclusion, implementation of Green School's concept can help reduce emissions of green gases, increase environmental awareness, develop human resources, and encourage people to care more about the environment.

## CONCLUSION

The results of the existing research showed that the implementation of the green school concept from both Indonesia and Thailand has similarities in the focus of implementation in environmental education and character education and sustainable behavior by having concern for the environment. The green school programmes has showed significant impacts on students' ecological awareness and sustainable development. With green school program The students' enjoyed the school environment and boosted their learning motivation. The active involvement of teachers, students, parents and the school community is crucial to the success of the green school program. The program aims to integrate environmental values into the curriculum and daily activities at school. While this research still has shortcomings, namely the limitations of the sample used, it is hoped that this research can be developed for future research with a wider sample size. The explained research suggests that it can

significantly improve sustainable behavior in Green School, as well as other schools in Indonesia, Thailand, and around the world.

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