

INTEGRATING ECOLEXICON INTO INDONESIAN LANGUAGE TEACHING TO ENHANCE ECOLOGICAL LITERACY THROUGH MEDIA DISCOURSE ON FOREST CITY

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Abstract

This study investigates the forms, functions, and pedagogical implications of ecolexicon use in media discourses surrounding the Forest City development in Indonesia's new capital (IKN). Employing a qualitative ecolinguistic discourse analysis, data were drawn from news articles published by *Media Indonesia*, *Republika*, and *Tempo*. The findings reveal a wide range of ecolexical items categorized into six thematic domains: *ecosystems and biodiversity*, *reforestation and conservation*, *green technology and innovation*, *participation and collaboration*, *environmental threats and degradation*, and *sustainable urbanization and green spatial planning*. Each category constructs distinct ideological framings of sustainability, reflecting how language mediates ecological values within public narratives. *Media Indonesia* predominantly emphasizes biodiversity and urban greening, *Tempo* highlights technological and policy-oriented narratives, while *Republika* integrates moral and participatory dimensions. These variations demonstrate that ecolexicon serves not only as linguistic evidence of environmental awareness but also as a pedagogical resource for cultivating critical and ecological literacy. Integrating ecolexicon analysis into Indonesian language instruction can foster students' capacity to interpret media framing, reflect on sustainability discourses, and connect linguistic learning with environmental consciousness.

Keywords – Ecolexicon, Ecolinguistics, Ecological Literacy, Media Discourse, Forest City, Language Education

Introduction

The integration between language education and environmental awareness has become an essential concern in language and pedagogic studies today. One of the prominent approaches is the use of ecolexicon, a vocabulary or term with ecological meaning, as part of an Indonesian learning strategy that supports the strengthening of ecological literacy. In this context, mass media play a central role in shaping public awareness through the construction of discourse on the environment and sustainability.

Recent studies show the urgency of developing an ecolinguistic-based

language learning model. Rahardi and Setyaningsih (Naturalistik & Pembelajaran, 2022; Rahardi, 2023) emphasized the importance of applying *the naturalistic ecolinguistic learning model* in Indonesian education to bridge environmental issues and language learning in schools. Meanwhile, Isnanda et al. (2022) show that learning the Indonesian language based on ecological literacy can foster the character of caring for the environment in elementary school students (Kazazoglu, 2025; Setiadi et al., 2023).

Other studies by Yuniawan et al. (Adhi Pratama et al., 2020; Yuniawan, 2017; Yuniawan et al., 2019, 2020) prove that

media texts and local motifs contain ecolexicon elements that can be used as authentic teaching materials to strengthen students' understanding of sustainability issues through language. The integration of environmental education approaches into the curriculum significantly improves students' ecological literacy (Ardoin et al., 2018; Berkowitz et al., 2005; Colucci-Gray et al., 2006; Yuniawan et al., 2022), which strengthens the strategic value of using ecolectics in Indonesian language learning.

In the context of the development of the Nusantara Capital City (IKN), the *Forest City* project has become the dominant narrative produced and disseminated by media such as *Media Indonesia*, *Republika*, and *Tempo*. These narratives not only present environmental information but also build an ideology of sustainability through the use of terms such as *reforestation*, *tropical forests*, *green energy*, and *electric transportation*. This diversity of ecolexicon offers excellent potential as an authentic source in Indonesian learning, grounded in texts and real-world issues.

Based on this background, this study aims to examine the form and function of ecolexicon in media narratives about Forest City and explore its potential as teaching materials in Indonesian education to improve students' ecological literacy. This research is expected to contribute to the development of ecolinguistic studies in language education and offer applicable strategies for educators in building ecological awareness through language.

Method

This study uses a qualitative approach with an ecolinguistic discourse analysis framework. This approach was chosen because it can examine the relationship

between language, ideology, and ecological values built into media texts. As Stibbe (2015) emphasizes, ecolinguistic analysis allows researchers to uncover how linguistic resources shape the narrative of sustainability and environmental responsibility, making them relevant to the purpose of this study.

The research data is sourced from a corpus of news texts published by three national media outlets: *Media Indonesia*, *Republika*, and *Tempo*, which specifically report on the development of *Forest City* in the Capital City of the archipelago (IKN). The three media were chosen purposively because they have wide circulation, high credibility, and a strategic role in shaping public discourse on environmental and development issues.

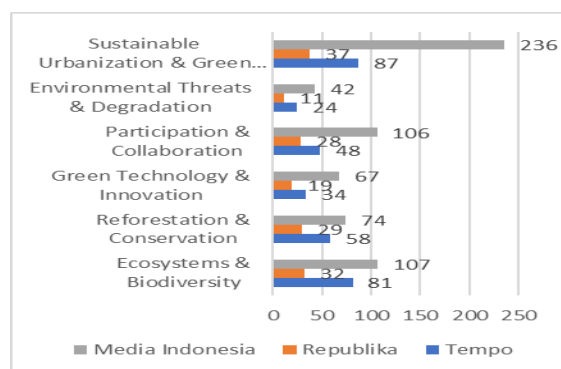
Data collection is carried out through documentation techniques, which involve identifying, recording, and classifying relevant news articles. The unit of analysis focuses on lexical elements and phrases with ecological meanings (ecolexicon), including terms related to biodiversity, conservation, reforestation, green technology, sustainable urbanisation, and ecological threats. Based on the patterns that emerge from the corpus, eco-collections are then categorized into six main themes.

Data analysis was carried out through three stages: (1) identification of ecolexicon in media texts, (2) classification of ecolexicon into thematic categories, and (3) interpretation of discourse functions in building sustainability narratives. To maintain credibility, the analysis is carried out by triangulating media sources and an iterative coding process to solidify the categories. The results of

the analysis are then critically interpreted by linking them to pedagogical implications in Indonesian language learning, particularly the potential use of ecolexicon to enhance students' ecological literacy through language analysis.

Findings

This study uses a data corpus consisting of ecolexicon terms taken from news narratives in three national media outlets: *Media Indonesia*, *Republika*, and *Tribun Kaltim*. These sources specifically discuss the issue of Forest City development in the Capital City of the archipelago (IKN). Data was collected through documentary research techniques that focused on exploring vocabulary and phrases that have ecolinguistic value. The results of the analysis show that the ecolexicon that appears in media narratives is very diverse and can be classified into the following six main categories:



Graph 1. News Corpus

Analysis of the news corpus from *Media Indonesia*, *Republika*, and *Tempo* revealed that the ecolexicon in the narrative of *Forest City* development is distributed in six main categories: *Sustainable Urbanization and Green Spatial Planning*, *Environmental Threats and Degradation*, *Participation and Collaboration*, *Green Technology and Innovation*, *Reforestation and Conservation*, and *Ecosystems and*

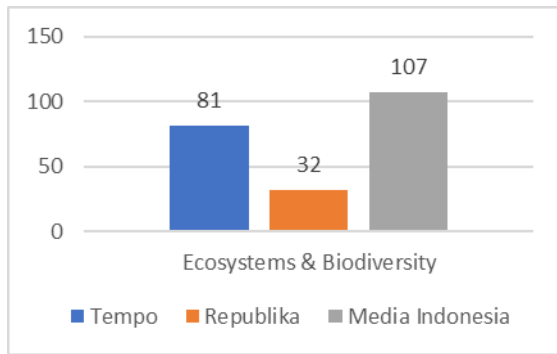
Biodiversity. The category of sustainable urban planning dominates the discourse, followed by community participation and biodiversity. The other category emphasises balancing ecological threats, technological innovation, and environmental conservation.

This variation in distribution shows the difference in ideological orientation between the media: *Tempo* emphasizes the planning aspect of green cities, *Republika* highlights the issues of environmental degradation and conservation, while *Media Indonesia* displays biodiversity and local involvement. This diversity of representation strengthens the potential of the ecolexicon as an authentic source of Indonesian learning. By using ecological terms from media discourse, students can be trained to understand thematic vocabulary, examine discourse constructions, and develop ecological literacy through language analysis focused on sustainability issues.

1. Ecosystems and Biodiversity

Ecosystems and biodiversity are among the most essential aspects frequently highlighted in the media discourse on the development of *Forest City*. The choice of terms related to the typical flora and fauna of Kalimantan not only represents the local ecological richness, but also affirms the strategic value of conservation in sustainable development. In the context of education, this ecolexicon can be used as authentic material to teach thematic vocabulary, train factual text analysis skills, and foster students' ecological awareness through Indonesian learning based on environmental issues.

The media uses a number of terms that graph the richness of the ecosystems, flora, and fauna typical of Borneo, as shown in graph 2 and table 1 below:



Graph 2. Frequency of Ecosystem and Biodiversity Ecolexicon by Media

The graph indicates that Media Indonesia has the highest number of ecological terms, with 107 terms, followed by *Tempo* with 81 terms and *Republika* with 32 terms. This quantitative variation indicates a difference in the prominence of ecological issues in media discourse framing. The dominance of ecological terms in Indonesian Media indicates a stronger editorial orientation towards emphasising environmental narratives and local ecological identity. Meanwhile, *Tempo* and *Republika* display ecological vocabulary with different thematic intensity and depth. These differences indicate that ecological representation in media discourse is not only related to lexical diversity but also reflects the ideological priorities and editorial policies of each media outlet in framing the issue of Forest City development.

Table 1. Distribution of Ecosystem and Biodiversity

| Media Indonesia | Republika | Tempo |
|--|---|---|
| Tropical rainforest, Endemic species, Ironwood tree, Meranti tree, Agarwood tree, Monoculture forest, Heart of Borneo, Flora and fauna, Animals, Fast-growing, Native or local species, Eucalyptus tree, Timber plants, etc. | Tropical rainforest, Endemic species, Keystone species, Biodiversity, Ironwood tree, Meranti, Red meranti wood, Agarwood, Mixed forest, Monoculture, Industrial plantation forest, Orangutan, Black Crocodile / Siamese Crocodile, etc. | Natural Forest, Planted Forest, Tropical Rain Forest, Rain Forest, Tropical Forest, Secondary Forest Mangrove Forest, Primary Mangrove Area, Industrial Plantation Forest, Forest with Various Plants, Artificial Forests, Monoculture Forest, Biodiversity Proboscis Monkeys, Irrawaddy Dolphins, Dugong Biota, Orangutans, etc |

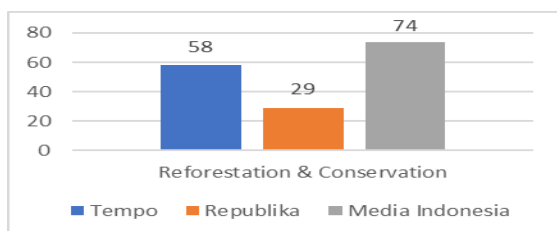
The findings show that *Media Indonesia* emphasises local ecological identities such as the *Heart of Borneo*, the *meranti tree*, and endemic species. At the same time, *Republika* combines the vocabulary of biodiversity with the issue of environmental degradation through the terms *industrial plantation forest* and *monoculture*. Meanwhile, *Tempo* presents a broader and more scientific variety of terms, ranging from forest types (*natural forest*, *secondary*

forest, mangrove) to typical Bornean animals such as *proboscis monkeys* and *irrawaddy dolphins*. This variation reflects the difference in ideological focus between media while enriching learning resources in the Indonesian language teaching. By integrating these ecological terms, teachers can train students to understand thematic vocabulary, analyze media discourse, and foster ecological literacy through language.

2. Eco-Conservation and Conservation

Reforestation and conservation are key dimensions in the media discourse on the development of Forest City, consistently representing environmental restoration and preservation efforts. The terms that appear in this category cover various aspects, ranging from forest rehabilitation and revegetation to watershed management, strengthening protected areas, and biodiversity conservation. The variation of the term not only charts technical strategies but also affirms the role of conservation as a pillar of sustainable development. In the context of education, this diversity of ecolexicon can be used as a resource to enrich Indonesian learning, allowing students to connect vocabulary mastery with an understanding of ecological values.

Details of the ecological terms used by *Media Indonesia*, *Republika*, and *Tempo* in the reforestation and conservation category are presented in Graph 3 and Table 2 below:



Graph 3. Frequency of Ecolexicon of Reforestation and Conservation by Media

Graph 3 shows the frequency distribution of terms related to reforestation and conservation across the three media analyzed. *Tempo* displayed the highest number of terms with 74 appearances, followed by *Media Indonesia* with 58, and *Republika* with 29. This difference highlights the variation in thematic focus and attention each medium gives to the issue of environmental restoration and preservation in the context of Forest City development.

Tempo's dominance indicates a tendency towards more scientific and technical-based reporting, as reflected in the use of terms such as *water management*, *biodiversity conservation*, and *protected areas*. On the contrary, *Indonesian media* emphasizes the ecological and social dimension with vocabulary such as *Green Belt*, *Agroforestry*, and *Green Revolution Movement*. *Republika* shows humanistic tendencies through terms such as *Community Tree Planting* and *Green Open Space Revitalization*, which represent community involvement in conservation efforts.

Table 2. Distribusi ekoleksion reforestasi dan konservasi

| Media Indonesia | Republika | Tempo |
|--|--|---|
| Reforestation, Watershed, Rehabilitation, Revegetation, Mentawir Nursery, Green Belt, Agroforestry, Green Area, Endemic, Tree Planting, Conservation, Species Conservation, Green Revolution Movement, | Reforestation, Rehabilitation, Mentawir Nursery, Green Area, Endemic Tree Planting, Reforestation, Environmental Restoration, Community Tree Planting, Tree Planting, Tropical Rainforest Reforestation Miniature, Slash and Plant | Reforestation, reforestation, Mentawir nursery, tree seedlings protected areas, conservation forests, IKN protected forest areas environmental sustainability, maintaining biodiversity, conservation and |

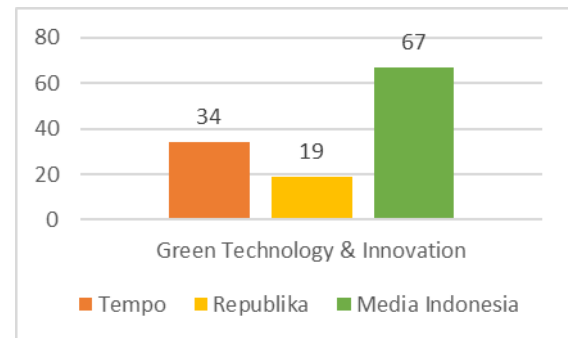
| | | |
|------|--|--|
| etc. | by Strip, Green Open Space Revitalization, Reservoir, etc. | restoration, enrichment, water management, rainwater retention, etc. |
|------|--|--|

The findings show that the three media use various terms that represent environmental restoration efforts, such as *reforestation*, *rehabilitation*, *revegetation*, *Mentawir nursery*, *ecological restoration*, *conservation forests*, and *water management*. This variation in vocabulary reflects the media's attention to conservation issues that include local, technical, and ecological dimensions. From an educational perspective, the ecolexicon can be used as teaching materials to integrate language learning with sustainability values. Through the analysis of conservation terms, students not only expand their vocabulary mastery but also gain the ability to interpret discourses rich in ecological values, thereby building language literacy and ecological literacy in an integrated manner.

3. Green Technology Ecolexicon and Environmental Innovation

The dimension of green technology and environmental innovation is a prominent aspect in the discourse on *Forest City* development, where terms such as *renewable energy*, *green building*, *smart forest city*, *zero emission*, and *Nature-based Solutions (NbS)* represent a sustainable development orientation that combines ecological aspects and technological advances in response to climate change. This diversity of eco-learning not only frames the ideology of sustainability through language but is also relevant as teaching material in Indonesian learning. It enriches thematic vocabulary while fostering students' awareness of global issues and

sustainable solutions, as shown in Graph 4 and Table 3 below.



Graph 4. Frequency of Ecolexicon of Green Technology and Environmental Innovation

The data in Graph 4 shows that *Indonesian media* dominates with the highest number of appearances —67 times —indicating greater attention to the issue of environmentally friendly technological innovation. In contrast, *Tempo* recorded 34 appearances, while *Republika* recorded only 19 times. These differences indicate a variation in ideological focus among the media in framing environmental issues. The Indonesian press tends to highlight an optimistic narrative of green modernisation, while *Republika* is relatively more limited in expanding the discourse. These findings reflect that the representation of green innovation discourse in the national media is uneven and can reflect the editorial priorities of each press institution.

Table 3. Ecolexicon Distribution of Green Technology and Environmental Innovation

| Media Indonesia | Republika | Tempo |
|--|---|---|
| Solar panels, solar power plants, smart forest city, green building, zero emission (repeated three times), rainwater harvesting, renewable | solar panels, smart forest city, green building, zero emission, renewable energy, green energy, technology, solar panels, hydropower, | Smart forest city, green and smart city technology, air and water quality, innovations, solutions to climate change, digital or technology, |

| | | |
|--|-------------------------------|---|
| energy, technology, innovation, green innovation centre, vertical farming, green infrastructure, environmentally friendly construction techniques, carbon emission reduction, etc. | natural gas, carbon emissions | satellite imagery, NASA satellite imagery, green energy, Nature-based Solutions (NbS), green energy-based public transportation, zero emissions, etc. |
|--|-------------------------------|---|

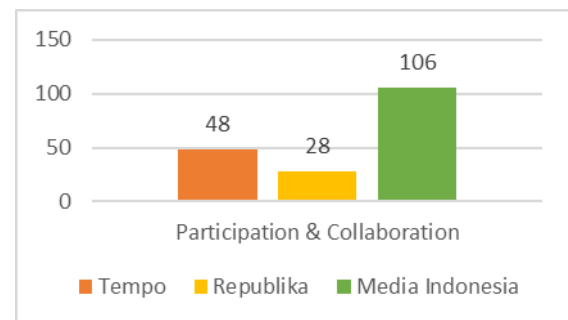
Data analysis shows that the media discourse about Forest City is full of terms related to environmentally friendly technology, including solar panels, smart forest city, renewable energy, green infrastructure, zero emission, and Nature-based Solutions (NbS) and digital technology. This diversity of eco-learning shows that the media plays an essential role in framing technological innovation as a key instrument for sustainable development.

In the context of Indonesian language teaching, green technology ecollexicon can be used as one of the critical resources to develop contextual text-based learning. This integration of ecological and technological terms not only expands students' vocabulary mastery but also encourages them to interpret the ideological representations contained in media discourse. Thus, the use of eco-sciences in this category strengthens the role of Indonesian learning in developing both critical literacy and ecological literacy, aligning with the goals of continuous education.

4. Participation and Collaboration Ecology

The dimension of participation and collaboration in the media discourse on *Forest City* highlights the importance of involving various actors, from local communities to national and

international institutions, in efforts to preserve the environment. The terms that emerge, such as *community involvement*, *Green Islamic Boarding School*, *Nusantara Green Movement*, *stakeholders*, and *environmental NGOs*, reflect how environmental issues are understood as a collective responsibility. The media displays community involvement in environmental efforts through terms such as those found in Graph 5 and Table 5.



Graph 5. Participation and Collaboration

This graph shows the variation in the intensity of use of terms related to *Participation and Collaboration* in the three media studied. *Indonesian media* seems to dominate with 106 terms, far surpassing *Tempo* (48 terms) and *Republika* (28 terms). This pattern shows that *Media Indonesia* is more active in prioritising multi-stakeholder involvement as an essential foundation for environmental management and sustainable development. The high frequency of this media indicates a discursive orientation that emphasizes the importance of cross-sector cooperation and public participation in realizing national ecological goals. Meanwhile, *Tempo* and *Republika* seem to be more selective in highlighting the topic of collaboration, which can be interpreted as a reflection of their editorial focus on specific policy issues or social values. Thus, the difference in the distribution of these terms reveals a diverse ideological character in the

construction of participatory discourse in the media realm.

Table 4. Distribution of Participatory and Collaborative Ecolexicon

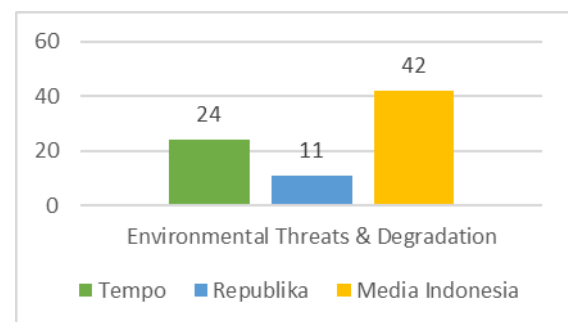
| Media Indonesia | Republika | Tempo |
|---|--|---|
| planting with the community, local community involvement, Green Pesantren, Nusantara Green Movement, Participation and cooperation, donors, stakeholders, partners, community, etc. | community planting, local community involvement, collaboration, ITM Indo Tambang Megah group (ITMG), international community, stakeholders, partners, Nusantara Nature Conservation Foundation (YKAN), IKN Authority Agency (OIKN), etc. | OIKN / IKN Authority / IKN Government: 3 times, ASN, Mulawarman University, East Kalimantan community, coastal communities, local indigenous peoples, traditional communities, Director of Forestry Auriga Nusantara, environmental NGOs, Greenpeace, Indonesian Forum for the Environment (Walhi), sister city partnership, Smart City Innovation Cluster (SCIC), etc. |

This table shows that the media narrative about Forest City not only highlights the sustainability aspect but also articulates various ecological threats, including deforestation, forest degradation, climate change, pollution, greenhouse gas emissions, disasters, and illegal mining. This variation in vocabulary represents complex environmental crises, ranging from ecosystem degradation to the social impacts they cause. From an educational perspective, using an ecolexicon that reflects environmental damage can be directed at the development of students' critical

analysis skills. Students not only learn to understand thematic terms, but are also invited to reflect on how language plays a role in building awareness of ecological risks and the urgency of preventive measures. This category provides an opportunity for learning the Indonesian language to foster linguistic sensitivity as well as ethical concern for contemporary environmental issues.

5. Ecolexicon of Environmental Threats and Damage

The aspect of threats and environmental damage is one of the crucial themes in the media discourse on the development of Forest City. The various terms used not only graph the degradation of ecosystems, but also represent ecological crises on a global scale, such as deforestation, climate change, greenhouse gas emissions, pollution, and natural disasters. Through this vocabulary, the media constructs the environmental reality as an urgent issue that demands serious attention. The media narrative also voices ecological threats through terms that reflect the environmental crisis:



Graph 6. Ecolexicon Frequency of Environmental Threats and Damage

The graph above shows the difference in the level of attention of the three media to the issue of *Environmental Threats and Degradation*. Indonesian media showed the strongest tendency to raise the theme of environmental threats and damage, with a total of 42 terms. This score was followed by *Tempo*,

which had 24 terms, while *Republika* occupied the lowest position with 11 terms. This pattern confirms that *Indonesian Media* is more consistent in highlighting problematic aspects of development that impact ecosystems, such as pollution, deforestation, and the climate crisis. Meanwhile, *Tempo* seems to emphasize more policy analysis and technical aspects of environmental damage, while *Republika* tends to associate the issue of degradation with moral values and social responsibility. This variation indicates that the construction of discourse on ecological threats in the media is not only informative, but also reflects different ideological orientations and value priorities in delivering environmental messages to the public.

Table 5. Ecolexicon Distribution of Environmental Threat and Damage

| Media Indonesia | Republika | Tempo |
|---|---|--|
| deforestation, forest degradation, forest fires, climate change, water shortages, food crisis, global warming, melting polar ice, pollution, environmental problems, waste, disasters | deforestation, climate change, greenhouse gas (GHG) emissions, CO2, emissions, logging, actual damage | deforestation, forest degradation, climate change, mining pits, emissions, logging, pollution, environmental problems, waste, disasters, illegal mining, destruction, conflict |

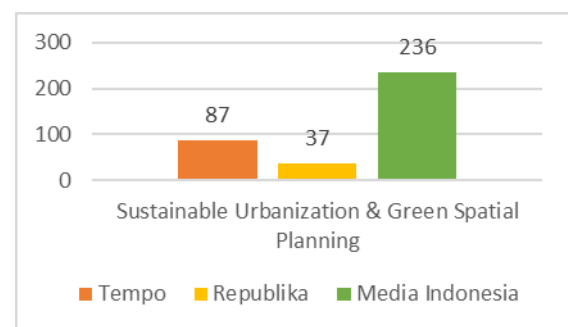
The analysis shows that the media highlights ecological crises through terms such as deforestation, forest degradation, climate change, greenhouse gas emissions, pollution, disasters, and illegal mining. The vocabulary emphasizes how environmental issues are constructed as global problems that have a direct

impact on the sustainability of human life. The use of eco-concepts that represent this threat can be directed to develop students' critical thinking skills through discourse analysis. Students not only learn to recognize ecological terms, but are also invited to understand the relationship between language and the social, political, and environmental realities faced by society.

6. Ecolexicon of Sustainable Urbanization and Green Spatial Planning

Sustainable urbanisation and green spatial planning are important aspects of the Forest City development discourse, which emphasises integrating the concept of a modern city with environmental sustainability. The terms used, such as smart forest city, sustainable city, green area, and open public spaces, represent how language frames the idea of a city that is both livable and ecological.

As part of Forest City, the narrative also encompasses the concept of a nature-based city through terms such as:



Graph 7. Ecolexicon Frequency of Sustainable Urbanization and Green Spatial Planning

This graph illustrates the frequency distribution of terms related to *Sustainable Urbanization* and *Green Spatial Planning* in the three media studied. *Indonesian media* dominates with the highest number of terms (236), followed by *Tempo* (87) and *Republika* (37). The dominance of *Indonesian*

media highlights a greater emphasis on green spatial planning and sustainable urbanisation as integral parts of the Forest City development narrative. This trend reflects the media's focus on development policies that prioritise ecological sustainability and urban spatial efficiency. Meanwhile, Tempo appears more prominent in the innovative aspects of urban planning, while Republika presents this issue on a more limited scale. Conceptually, this variation shows that the discourse on green urbanisation is positioned not only as a technocratic theme but also as an instrument for shaping public awareness about the importance of balancing development and environmental conservation. In the context of education, this data can serve as an interdisciplinary learning resource, linking environmental literacy with media discourse analysis and thematic vocabulary in English or Indonesian.

Table 6. Ecolexicon Distribution of Sustainable Urbanization and Green Space Planning

| Media Indonesia | Republika | Tempo |
|--|--|---|
| Smart forest city, sustainable forest city, 75% green area, Forest City, bush capital, livable and lovable city, living lab, national pilot city, future city, city ecosystem, forest area, etc. | smart forest city, 70% green area, inclusive and green city, Negeri Rimba Nusa, green environment, green space, green cover, landscape cover, forest area, State forest, production forest, etc. | sustainable forest city, Forest City, Smart City, smart city, green area, green area, public infrastructures and facilities, green, open public spaces, urban zone, City in a Wood Garden |

This table illustrates how the media emphasises the concept of a sustainable city through terms such as smart forest

city, sustainable city, green area, open public spaces, landscape cover, and City in a Wood Garden. This variation in vocabulary marks the media's efforts to frame the development of Forest City as a representation of a green spatial layout that blends ecological aspects with modern urban life. The eco-lexicon in this category can be used to introduce students to how language functions not only as a means of communication but also as a tool for forming a collective imagination about the future of an environmentally minded city. By studying the eco-lexicon of sustainable urbanization, Indonesian learning can train text analysis skills while fostering ecological insight and a reflective attitude towards sustainability-oriented urban development practices.

Discussions

The findings of this study, that the media ecology about *Forest City* is distributed in categories such as sustainable urbanization, conservation, green technology, ecological threats, participation, and biodiversity, confirms the role of language as an arena for the construction of social meaning and environmental ideology. The ecolinguistic approach places language as an active agent in shaping the way the public understands environmental issues; this is consistent with the thinking of Stibbe (2015) who emphasizes that texts and vocabulary compose a collective "story" about the human-nature relationship. Thus, terms such as *smart forest city* or *reforestation* are not just lexicons, but a vehicle for green development ideology that reflects the vision of sustainability.

From a pedagogical perspective, the identified ecolexicon corpus provides rich authentic teaching materials for text-based Indonesian learning. The language learning literature emphasizes the value of *authentic materials*,

including media texts, in increasing learning motivation and relevance to real-world issues (Gilmore, 2007). The integration of ecological terms into classroom activities such as discourse analysis, argumentative writing, or small research projects can improve students' linguistic competence as well as ecological literacy. In addition, the naturalistic ecolinguistic learning model proposed by Rahardi (2023) recommends *scaffolding* ecological concepts so that students are able to understand the lexical meaning and its implications critically. Thus, teachers need to design activities that combine thematic vocabulary, text analysis, and value reflection to build *ecological literacy*.

Despite its great potential, the distribution of eco-lexicon also indicates the existence of certain framing that needs to be criticized. The dominance of optimistic terms about green solutions (e.g. sustainable urbanization and technological innovation) potentially represents a pro-development framing that closes the complexity of ecological impacts, a phenomenon that in the literature is called *greenwashing* (Berglund, 2023; Funk, 2024). This shows the need for critical learning in the classroom where students need to be trained to identify framing, compare representations between media, and question the interests of the actors involved in the discourse (Boykoff, 2011). In this way, Indonesian teaching not only focuses on linguistic aspects but also develops media literacy and critical thinking skills.

Curricularly, the integration of eco-learning in Indonesian language teaching is in line with *UNESCO's Education for Sustainable Development* (ESD) agenda, which emphasizes that education must shape skills, attitudes,

and values to support sustainable actions (Oe et al., 2022). Practical implementation can take the form of using eco-lexicon as thematic material, preparing ecological literacy rubrics, and training teachers to manage media texts pedagogically. Environmental education studies also emphasize the need for the synergy of ecological literacy with media literacy so that students not only recognize terms, but can interpret representations of environmental issues critically (Campbell et al., 2021; Klosterman et al., 2012; McBride et al., 2013).

Indonesia's context provides an additional dimension. The findings that national media such as *Media Indonesia*, *Republika*, and *Tempo* display eco-collections in six main categories show that environmental discourse has become an integral part of the narrative of IKN development. This is in line with the study of Yadnya and Bagus (2022), which found a high frequency of ecological vocabulary in Indonesian textbooks, especially in lexical and semantic forms related to the environment. Thus, ecolexicon is not a coincidental phenomenon, but rather the result of social and ideological constructions that define what issues are considered important in public discourse.

In educational practice, this diversity of ecological terms strengthens students' ecological literacy, namely the ability to recognize, interpret, and evaluate media representations about the environment. Rida Dah Rokhman's (2021) study, *The Ecolexicon Forms in Indonesian Language Textbooks: Ecolinguistic Studies at Adiwiyata School*, shows that ecolexicon is present in the form of nominal, adjective, and verbal phrases with biotic and abiotic references that are effectively used as material enrichment. This is in line with the

research findings conducted by Hariati (2025) which proves that ecolinguistic learning interventions can increase the use of ecological vocabulary as well as the expression of students' ecological values.

However, critical aspects still need to be considered. First, the dominance of *the Sustainable Urbanization and Green Spatial Planning* and *Participation and Collaboration* categories reflects development optimism, while the *Environmental Threats and Damage* categories do not gain a balanced narrative space. These findings are in line with the study of Rusmawaty *et al.* (2025), which shows that environmental discourse often positions humans as positive, active agents, while environmental damage is passively graphized. Second, the terms green technology and innovation, although promising, present pedagogical challenges due to their technical nature and unfamiliarity to some students. For this reason, a *scaffolded learning approach* is needed so that students understand terms semantically, contextually, and critically.

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this reason, a *scaffolded learning approach* is needed so that students understand terms semantically, contextually, and critically.

Conclusions

This study shows that ecolexicon in the media discourse on the development of *Forest City* in the Capital City of the Archipelago (IKN) are distributed in six main categories, namely sustainable urbanization and green spatial planning, reforestation and conservation, green technology and innovation, participation and collaboration, ecological threats, and ecosystems and biodiversity. This variation in vocabulary not only represents the complexity of environmental issues in media narratives, but also shapes ideological constructions about sustainability and green development in Indonesia.

From an educational perspective, these findings confirm that ecolexicon has great potential to be integrated into text-based Indonesian learning. The use of ecological terms from media discourse can enrich vocabulary mastery, train discourse analysis skills, and foster ecological literacy and students' critical awareness of sustainability issues. Thus, language learning not only functions as a means of mastering linguistic competence, but also as a strategic instrument in forming a generation that is reflective, environmentally caring, and empowered to face global ecological challenges.

In addition, this research contributes to the development of ecolinguistic studies in Indonesia by showing the practical relevance of ecolinguistics as a bridge between media discourse, environmental ideology, and pedagogical practice. These findings open up opportunities for further research, both in the form of longitudinal studies on changes in

environmental representation in the media and the implementation of eco-based learning in the classroom. Thus, the integration of language and ecology studies can be one of the innovative strategies in continuous education in the era of IKN development.

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