

## Ecopedagogy Learning Based on Bojonegoro Local Wisdom in Social Studies Subjects

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### Abstract

This study aims to analyze the implementation of the Bojonegoro local wisdom-based ecopedagogy approach in Social Studies (IPS) learning and its impact on students' environmental awareness. Indonesia has great potential in implementing local wisdom-based education to address issues of ecosystem damage such as deforestation and pollution. The research method used is a literature study (library research) with a thematic analysis approach to various relevant library sources related to ecopedagogy theory, local wisdom, and its implementation at the school level. The results of the study indicate that the integration of Bojonegoro local values, such as traditional irrigation systems, the utilization of Bengawan Solo mud sedimentation (the "Nggawan" system), the "Pladu" tradition, and conservation myths, can create a more contextual and meaningful IPS learning and can increase students' sense of ecological responsibility. The implementation of ecopedagogies also contributes to the achievement of the Sustainable Development Goals (SDGs), particularly in terms of quality education and climate change mitigation. However, this study identified a major challenge in the form of teachers' limited understanding of how to integrate local wisdom into established curricula. Therefore, intensive teacher training and the active involvement of local communities, such as farmers and traditional leaders, are needed to strengthen experiential learning materials. Overall, this article concludes that strengthening local wisdom-based education is a crucial strategy for developing a young generation that is environmentally sensitive and ready to become agents of change in building a sustainable society.

**Keywords:** Ecopedagogies, Local Wisdom, Bojonegoro, Social Studies Learning, Environment, SDGs.

### 1. INTRODUCTION

Indonesia, as a country with a rich cultural diversity and ecosystem, has great potential to implement educational approaches based on local wisdom (Rasidi et al., 2025). One approach that is currently gaining increasing attention is ecopedagogy, an educational approach that emphasizes awareness of environmental issues and sustainability (Misiaszek, 2016). This concept not only teaches students about the environment theoretically but also integrates the values of sustainability and local wisdom that exist around them (Supriatna, 2015). This approach provides opportunities for students to understand the importance of maintaining ecosystem balance while preserving existing traditions and culture.

Bojonegoro, a regency in East Java, possesses enormous potential for local wisdom (Prasetya et al., 2023). This region boasts numerous traditions and practices that have proven their sustainability in preserving nature and natural resources. For example, traditional agricultural

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systems rely on natural irrigation and the use of organic fertilizers. This local wisdom holds significant relevance to environmental education and can therefore serve as powerful teaching materials for ecopedagogy. In an educational context, particularly in Social Studies (IPS), integrating Bojonegoro's local wisdom can provide a new, more contextual dimension. Social Studies learning is often perceived as dry and disconnected from students' daily lives, even though the material should be highly relevant to their experiences. By integrating local wisdom, students can directly see how the lessons they receive relate to the social, cultural, and environmental conditions around them.

Local wisdom-based ecopedagogies not only offer a way to preserve traditional knowledge but also help students understand the relationship between humans and nature (Sulasih & Sudarsana, 2018). This approach allows students to learn how traditional Bojonegoro communities sustainably manage natural resources and maintain harmony with the environment (Wachidah et al., 2024). This understanding is crucial for creating a young generation that cares about the environment and understands the importance of sustainability. The application of local wisdom-based ecopedagogies in social studies learning has the potential to increase students' environmental awareness (Ghufronudi et al., 2025). Through a deeper understanding of local ecosystems and how local communities manage them, students not only learn about social and cultural diversity but also appreciate the sustainability values inherent in local wisdom (Ernawati et al., 2024). This learning helps students understand that social science is not only related to facts and data, but also to the values that live in their communities. Although numerous studies have shown the great potential of applying ecopedagogies based on local wisdom, significant challenges remain in its implementation. One major challenge is how to integrate local wisdom into established curricula. This requires the active involvement of teachers, school administrators, and local communities in creating learning materials that are contextual and relevant to students' needs. Not all teachers have a sufficient understanding of the concept of ecopedagogies and how to integrate it into learning. Therefore, it is important to provide training to teachers so they can implement this approach effectively. This training should not only cover the technical aspects of learning but also strengthen understanding of the importance of local wisdom in shaping students' character and care for the environment.

The local wisdom of the Bojonegoro community, such as traditional agricultural systems, traditional ceremonies, and the community's relationship with nature, can be integrated into various social studies learning topics (Ramadhani et al., 2023). For example, material on ecosystems and natural resources can be enriched with examples of organic farming practices carried out by farmers in Bojonegoro. This material not only provides knowledge but also fosters a sense of pride in local traditions that support environmental sustainability (Wicaksono et al., 2024). Social studies learning based on ecopedagogies can be more engaging and meaningful for students (Prasetya et al., 2024). Students will feel that what they are learning is directly related to their daily lives, and this can increase their learning motivation (Brophy, 2004). A local wisdom-based approach also helps students develop a sense of responsibility for the environment and community, as well as improving their social skills in collaborating with others (Sadri & Temaja, 2025). The implementation of ecopedagogies based on local wisdom in Bojonegoro can also be a solution to increase environmental awareness among the younger generation. Currently, Indonesia faces many

environmental issues, such as deforestation, pollution, and ecosystem damage. If students are equipped with the knowledge and values of ecopedagogies from an early age, they will grow into individuals who are more sensitive to environmental changes and committed to preserving it.

The ecopedagogical approach also supports the achievement of the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 12 (Responsible Consumption and Production), and SDG 13 (Addressing Climate Change) (Akinsemolu, & Onyeaka, 2025). By focusing learning on sustainable local values, the younger generation will be prepared to play a role in creating a greener and more sustainable future. As part of the ever-evolving national curriculum, social studies learning must be able to respond to the challenges of the times, one of which is by integrating ecopedagogies based on local wisdom. Through this approach, students not only gain academic knowledge, but also practical skills that are useful for their future lives. Therefore, this study seeks to delve deeper into the application of ecopedagogies based on local wisdom in Bojonegoro in social studies learning, as well as the benefits that can be obtained by students and teachers in a more relevant and contextual educational context.

This research will make a significant contribution to the development of more sustainable curricula and learning methods based on local wisdom. It is hoped that through the application of ecopedagogy, the younger generation of Bojonegoro and Indonesia in general can become agents of change, actively participating in environmental protection and building a more sustainable society.

## 2. METHOD

### *Type of Research*

This research is a literature study aimed at analyzing and reviewing various relevant literature sources related to the implementation of ecopedagogy based on local wisdom in Bojonegoro in social studies learning. This literature study was conducted to gather information related to ecopedagogy-based educational theories, local wisdom, and their implementation and impact in the educational context in Indonesia, specifically in Bojonegoro.

The literature study was used to understand relevant key concepts and to determine how ecopedagogy and local wisdom can be integrated into the curriculum at the elementary and secondary school levels. Relying on published literature sources, this study did not collect primary data through observation or interviews, but rather focused on the synthesis and thematic analysis of the existing literature.

### *Data Collection*

- The data collection process in this literature study was carried out through the following steps: Literature Search: The researcher conducted a literature search using academic databases such as Google Scholar, JSTOR, Scopus, and others. The search was conducted using relevant keywords, such as ecopedagogies, local wisdom, Bojonegoro, social studies learning, and environment-based education.
- Literature Selection: After finding relevant literature, the researcher selected it based on criteria such as quality, relevance, and contribution to the research topic. The selected literature was literature that has had a significant influence on the development of ecopedagogy- and local wisdom-based education theory and practice.

- **Literature Evaluation:** Each source was evaluated based on the credibility of the author, year of publication, and the methodology and findings presented in the literature. The researcher also considered the extent to which the literature provided new and relevant insights in the context of education in Bojonegoro.

### ***Data Analysis***

After the literature was collected, the next step was data analysis. In this study, the analysis was conducted qualitatively using a thematic analysis approach. The analysis steps were as follows:

- **Theme Categorization:** The collected literature was read and categorized based on key themes related to ecopedagogy, local wisdom, and its application in social studies learning. These themes included the basic concepts of ecopedagogy, the integration of local wisdom into the curriculum, the impact of ecopedagogy implementation, and the relevance of Bojonegoro's local wisdom in education.
- **Information Synthesis:** After the main themes were identified, the researcher conducted an information synthesis to connect the various ideas and concepts in the literature. This synthesis aimed to identify emerging patterns, both from a theoretical and practical perspective.
- **Identification of Gaps:** The researcher also sought to identify deficiencies or gaps in the existing literature, particularly regarding the implementation of local wisdom-based ecopedagogy in Indonesia, specifically in Bojonegoro. This will form the basis for the suggestions provided in this study.

## **3. RESULTS AND DISCUSSION**

### ***Several examples of the implementation of ecopedagogy learning based on local wisdom in Bojonegoro***

- ***Local Environmental Issue-Based Learning: Agricultural Traditions and Water Resource Utilization***

In Bojonegoro, agriculture is a primary community activity, particularly rice and secondary crops, which rely on traditional irrigation systems from the Bengawan Solo River (Pamungkas et al., 2017). Students can learn how local farmers efficiently manage water for sustainable agriculture and the social relationships that emerge from this practice. In the process, students are invited to analyze the impact of changing cropping patterns on the environment and community life. This is an example of ecopedagogy that connects local knowledge with real-world socio-ecological issues in the school environment.



Figure 1. Illustration of ecopedagogues-based learning in Bengawan Solo Bojonegoro for agriculture

- *Integrating traditional mining issues and their environmental impacts as case studies*

Several educational studies have used a problem-based learning approach that integrates local environmental issues, such as the impact of traditional mining in Bojonegoro, into science and social studies lessons to raise students' awareness of the importance of responsible natural resource management (Fatimah, 2024; Listiyarti, 2019). For example, a study produced a Problem-Based Learning (PBL) e-book using the Bojonegoro environmental case study of the traditional oil mining of Texas Wonocolo, which was used to enhance a holistic understanding of science and environmental concepts. This approach introduces students to real-world problems, encouraging them to analyze root causes and provide locally relevant solutions.

Students can analyze how traditional petroleum mining in Wonocolo, Bojonegoro, is carried out manually and in simple ways, often causing significant environmental damage. This image shows a pool of dirty water polluted by the mining process, deforestation, and loss of natural vegetation. Students involved in this learning experience can observe firsthand how human activities, in this case traditional mining, affect water quality, biodiversity, and soil fertility in the area.

Ecopedagogy learning not only introduces students to the impacts of mining on the environment but also teaches them about the importance of sustainable natural resource management (Dewi, 2024). The teacher provides an explanation of environmentally friendly mining methods and how communities can restore the environment by adopting more modern and environmentally friendly technologies. Students are asked to draw and record their observations of the changes in the ecosystem they see around the mining site. By using images of traditional mining in Wonocolo, students can understand the importance of balancing natural resource exploitation with environmental conservation. Through this lesson, they are taught to think critically about how we can utilize natural

resources responsibly without damaging the ecosystem and the well-being of local communities.



Figure 2. Illustration of ecopedagogues-based learning at the Texas Wonocolo oil mine, Bojonegoro

- *Utilizing local photos, text, and media as local wisdom-based teaching materials*  
 Learning can also be built through the integration of local media such as photos, stories, and interviews with local community leaders regarding local wisdom practices in environmental protection. This learning model helps students develop social and ecological literacy skills while simultaneously understanding the cultural context of Bojonegoro, which is rich in local values. A similar approach has been used in studies of language and culture learning, integrating local media to increase environmental awareness and cultural appreciation in the classroom.
- *Developing Student Activity Sheets (LKPD) Based on Local Wisdom*  
 Research on the development of local learning media, such as LKPD based on Bojonegoro batik, shows that learning materials developed from local cultural wisdom can shift the focus of learning from teachers to students. Although this study focuses on batik as a material culture, the same approach can be adapted to environmental themes: for example, creating LKPD that connects cultural motifs and traditional practices with socio-ecological concepts in social studies. This includes introducing local symbols and stories that reflect the relationship between humans and nature.
- *Exploring ecological values in local communities, such as those around the Bengawan Solo River.*  
 Communities living around the Bengawan Solo River demonstrate wisdom in preserving the river's social and ecological value as the center of community life (Handayani, 2013). Social studies students can learn how these communities build interdependent social relationships around river resources and how maintaining environmental quality is part of

their daily lives. This approach helps students understand that environmental conservation is not only a scientific issue but also a social and cultural one.

The "*Nggawan*" Agricultural System, Farmers downstream of the Bengawan Solo River often utilize tidal flats or riverbanks during low tide. The ecological value lies in the utilization of nutrient-rich river mud sedimentation (natural fertilizer). The Bojonegoro community grows secondary crops on riverbanks during the dry season. This demonstrates efficient land use without damaging the primary soil structure, while maintaining human connection to the river's seasonal rhythms.

The "*Pladu*" or "*Mungguh*" tradition, a form of local wisdom in Bojonegoro, is a phenomenon where fish in the river become intoxicated due to changes in water flow or extreme turbidity (usually at the start of the rainy season). The ecological value lies in the management of communal protein resources. The Bojonegoro community descends en masse into the river to catch fish. Ecologically, this is a form of natural harvesting. However, a critical exploration here also examines how the community is now beginning to distinguish between fish "intoxicated" by nature and fish killed by industrial waste.



Figure 3. The "*Pladu*" or "*Mungguh*" tradition

Ritual and Myth-Based Conservation. Several points in the Bengawan Solo River are considered sacred by local residents, who indirectly protect the ecosystem. The Ecological Value of Preserving the Habitat of Endemic Flora and Fauna through Traditional Prohibitions. Prohibitions on cutting down large trees on the riverbank or prohibitions on fishing in certain areas (such as deep "*kedung*" areas). According to Efendi (2024), these myths serve as a means of social control to prevent overexploitation and protect water catchment areas.

In its implementation, schools in Bojonegoro have begun integrating local wisdom, such as organic farming traditions and natural irrigation systems, into their learning materials. Through this approach, students not only gain environmental theory but also learn about local practices proven to support environmental sustainability, such as the use of natural materials for fertilizer and environmentally friendly natural resource management (Rezeki et al., 2024). Bojonegoro's local wisdom holds highly relevant value in ecopedagogy-based learning

(Winata, 2021). For example, in the context of learning about agricultural systems, students can understand how local farmers utilize natural irrigation in their area to manage water efficiently. This demonstrates to students that traditional methods within local communities contribute significantly to environmental sustainability. Thus, they not only learn about ecosystem theory but also appreciate how local wisdom directly contributes to environmental sustainability.

This ecopedagogical approach also supports the achievement of the Sustainable Development Goals (SDGs), particularly SDG 12, which emphasizes responsible consumption and production, and SDG 13, which focuses on addressing climate change (Özcan, 2025; Javahery, 2025). Through the integration of environmentally friendly local wisdom, students are not only taught about the environmental impacts of human activities but also given an understanding of how they can contribute to maintaining environmental sustainability, both locally and globally (Sihombing et al., 2025). Although the implementation of local wisdom-based ecopedagogies has shown positive results, several challenges need to be addressed to ensure broader and more effective implementation. One major challenge is the lack of adequate training for teachers in integrating this approach into the curriculum. Many teachers still struggle to understand how best to connect local wisdom with existing social studies subject matter. Therefore, intensive training for teachers on how to implement local wisdom-based ecopedagogies is urgently needed to strengthen their capacity to teach these concepts more effectively.

Local community involvement is also a crucial factor in the successful implementation of ecopedagogy (Muangasame & Wongkit, 2023). The Bojonegoro community possesses a wealth of knowledge about traditional methods of managing the environment and natural resources (Saputro, 2019). Involving the community in the learning process not only provides students with new insights but also strengthens their connection to the surrounding environment (Helmi & Sofa, 2025; Viola et al., 2024). For example, local farmers who teach students about organic farming and maintaining local ecosystems provide invaluable hands-on experience for students, which can enrich their learning. The sustainability of this approach also depends on strong support from relevant parties, including the local government, schools, and other educational institutions. The Bojonegoro local government plays a crucial role in providing resources and policies that support the implementation of ecopedagogy. Furthermore, regular evaluation is necessary to measure the success of this approach and ensure that the material taught remains relevant to current developments and the changing needs of the environment.

Despite the challenges in implementing local wisdom-based ecopedagogies, the results of this study indicate that this approach has significant potential to improve the quality of social studies learning in Bojonegoro. This approach not only makes learning more relevant and contextual, but also provides opportunities for students to develop a sense of responsibility towards the environment and society (Nikel, 2007). Therefore, it is important to continue and expand the implementation of local wisdom-based ecopedagogies in more schools in Bojonegoro and other areas.

From an educational policy perspective, it is important to encourage schools in Bojonegoro to continue developing a curriculum based on local wisdom that can enrich students' learning experiences. This will not only increase their environmental awareness but also provide them

with useful skills to face future environmental challenges. As more schools adopt this approach, it is hoped that a generation will be formed that is more sensitive to environmental issues and better prepared to become agents of change in society.

This research shows that the application of ecopedagogy based on Bojonegoro's local wisdom in social studies learning has a positive impact on students' understanding and awareness of the environment. This approach has proven effective in making learning more engaging and meaningful, as well as connecting students with their environment. Therefore, it is important to continue supporting and developing the implementation of this approach in educational curricula throughout Indonesia, so that future generations can be more concerned and responsible for their environment.

#### 4. CONCLUSION

Local wisdom-based ecopedagogy in Bojonegoro is an educational approach to social studies that integrates sustainability values and local traditions into the curriculum. Through the exploration of ecological values such as the "Nggawan" agricultural system, the "Pladu" tradition, and conservation myths surrounding the Bengawan Solo River, students are encouraged to understand the harmonious relationship between humans and nature in a contextualized manner. This approach has proven effective in increasing environmental awareness and student learning motivation because the material taught is relevant to their daily experiences, while simultaneously supporting the achievement of the Sustainable Development Goals (SDGs). Despite its great potential, the implementation of this approach faces challenges such as limited teacher understanding and the need for more applicable teaching materials. Therefore, intensive training for educators and active collaboration with local communities, such as farmers and community leaders, are needed to enrich the learning process through direct experience. With policy support from the local government and parental involvement, the implementation of ecopedagogy is expected to produce a young generation in Bojonegoro who is caring, responsible, and ready to become agents of change in preserving the environment.

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