



Fostering Ecological Citizenship in Higher Education Through Pancasila Education as an Effort to Achieve a Sustainable Campus (Case Study at State University of Surabaya)

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ABSTRACT

Fostering Ecological Citizenship in Higher Education Through Pancasila Education as an Effort to Achieve a Sustainable Campus (Case Study at State University of Surabaya). As a higher education institution, Universitas Negeri Surabaya (UNESA) is vital in cultivating ecological citizenship among its academic community. This is to realise one of UNESA's missions to become a sustainable campus. However, the level of environmental citizenship in UNESA to realise a sustainable campus is still low and not optimal. This study analyses the importance of acculturation ecological citizenship through Pancasila education, forms of acculturation ecological citizenship through Pancasila education, and obstacles and challenges of acculturation ecological citizenship through Pancasila education in higher education. This research method uses a qualitative approach with a case study method. Data collection techniques are observation, document study and interviews with the coordinator of Pancasila education at UNESA and Pancasila education lecturers. The study results indicate that the urgency of acculturating ecological citizenship in Pancasila education in college is critical to form students' awareness of their environmental responsibility. Then the forms of acculturation of ecological citizenship in college are through Pancasila education material with the method of Project-Based Learning. The obstacles and challenges of acculturation of environmental citizenship in Pancasila Education in higher education university policies are still personal, the role of lecturers is still not optimal, and student awareness is still low.

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Introduction

The State University of Surabaya (Universitas Negeri Surabaya, UNESA) is one of the universities in Surabaya that carries the mission of becoming a “sustainable campus.” The concept of a sustainable campus refers to campus management that promotes preserving its natural and physical environment, supported by a resilient and environmentally conscious academic community. It also emphasises the development of the campus while considering energy, social, and economic aspects. A sustainable campus aspires to noble goals, including creating a green, comfortable, and lush campus environment characterised by ecological citizenship (Universitas Diponegoro Public Relations Team, 2020).

Ecological citizenship is cultivating environmentally aware individuals who demonstrate responsible and wise attitudes and behaviors in preserving, managing, and sustaining the environment. According to Karatekin & Uysal, ecological citizenship reflects attitudes and behaviors related to the rights and responsibilities of citizens toward the environment, underpinned by a spirit of care and commitment to sustainable environmental management and preservation (Karatekin & Uysal, 2018).

Syifa Aulia presents another perspective in her research titled “PPKn dan Etika Lingkungan Hidup di Sekolah Adiwiyata” (Civics and Environmental Ethics in Adiwiyata Schools), which explains that ecological citizenship is a study of the relationship between citizens and their responsibilities regarding environmental issues, which have now become global concerns (Syifa Siti Aulia & Dikdik Baehaqi Arif, 2018). Meanwhile, Lili Halimah defines ecological citizenship as a movement that introduces the community to efforts to promote solutions to environmental problems (Halimah & Nurul, 2020). Thus, ecological citizenship can be interpreted as the attitudes and behaviors of individuals aware and concerned about managing the environment, addressing environmental issues, and promoting sustainable living.

As a higher education institution, UNESA is vital in fostering ecological citizenship within its academic community. In practice, the representation of ecological citizenship at UNESA is evident through various continuous environmental care initiatives, such as the implementation of environmentally friendly infrastructure, the establishment of the “Merdeka Laboratory Green Forest,” the use of LED lights exceeding 80%, as well as eco-plastic sinks (76.34%) and eco-plastic toilets (21.71%) (Fionna, 2022).

Moreover, UNESA has established the eco-campus program, which serves as evidence of its commitment to environmental sustainability, encompassing ecological, economic, and social dimensions. The eco-campus program aligns with the Sustainable Development Goals (SDGs) principles and objectives. SDGs are a global commitment to creating a better future for humanity, the planet, and overall well-being. This commitment focuses on eradicating poverty, reducing inequality, protecting the environment, and fostering sustainable global peace (Wahyuningsih, 2018). The SDGs and ecological citizenship are firmly integrated due to their shared focus. The SDGs promote fundamental principles to balance economic, social, and environmental dimensions. At the same time, ecological citizenship emphasises citizens’ values of environmental care, highlighting their shared goal of sustaining the environment and the planet (Bogor Agricultural Institute, 2019).

Unfortunately, implementing both ecological citizenship and the environmental aspects of the SDGs at UNESA remains suboptimal. This is evident from the reality that ecological programs at UNESA are still partial or limited. For instance, the eco-campus program has not been applied comprehensively. However, it exists only in certain faculties, such as the Faculty of Mathematics and Natural Sciences (FMIPA) and the Faculty of Languages and Arts (FBS).

FMIPA contributes through various environmentally friendly innovations, including

Budikdamber (fish farming in buckets), cultivating medicinal plants to produce Cinesa (moringa-based products) and turmeric ice cream, waste management that produces eco-bricks for seating, and biogas production from cow manure (Purnama, 2022). Meanwhile, FBS has participated since 2015 in creating a green, eco-friendly campus that is healthy and comfortable without burning waste or causing air pollution (UNESA Public Relations Team, 2021). However, the other nine faculties have yet to implement the eco-campus program.

This presents a significant challenge, as the eco-campus program should ideally be fully and comprehensively applied at UNESA. Additionally, environmental awareness activities in UNESA's faculties tend to occur only on special environmental days, such as World Environment Day or National Environment Day. Consequently, these activities appear ceremonial and are often limited to statements on flyers posted on the institution's or student organisations' social media platforms.

Another reality can be observed from UNESA's participation in THE Impact Ranking SDGs over the past three years, which still indicates a lack of optimisation in environmental SDGs. In 2022, UNESA participated for the first time and excelled in SDGs 1, SDGs 4, and SDGs 5, achieving a national ranking of 14th and a global ranking of 601–800 in THE Impact Ranking. However, among the three SDGs highlighted by UNESA, none were related to environmental aspects, and the achievement was still far from outstanding (Hasna, 2022).

In 2023, UNESA participated again in THE Impact Ranking, involving 9 out of 17 SDG pillars, including only one environmental SDG—SDG 13 (climate action). While there was an improvement in 2023, particularly with SDG 5, where UNESA ranked 101–200 globally, this did not change that the environmental SDG category at UNESA remains suboptimal (UNESA Editorial Team, 2023). Similarly, in UNESA's participation in THE Impact Ranking SDGs in 2024, its performance stagnated, showing no improvement (UNESA Public Relations, 2024).

In 2022, UNESA also achieved recognition for its ecological programs, such as its performance in the UI GreenMetric ranking, where it ranked 26th nationally and 174th internationally. However, the 26th position is still far from being considered excellent, highlighting that ecological citizenship practice at UNESA remains underdeveloped. Moreover, student awareness, involvement, and character regarding ecological citizenship are still lacking and tend to be ceremonial.

These realities indicate that the level of ecological citizenship at UNESA in achieving a sustainable campus is still low and far from optimal (Director of Innovation, 2023). Based on these findings, the researcher is interested in studying the reality of fostering ecological citizenship at UNESA in achieving a sustainable campus.

Method

This research employs a case study method with a qualitative approach. The case study on fostering ecological citizenship in this research focuses on academic policies or curricula at UNESA, specifically the policies regarding the National Compulsory General Course of Pancasila Education.

The research process begins with data collection, starting with identifying the needs and challenges of environmental aspects faced by UNESA. This is conducted through a comprehensive observation of UNESA's campus environment and in-depth interviews with key policymakers at the university. The observations include direct assessments of UNESA's environment, such as the lake, canteens, and faculty buildings. The findings from these observations will be recorded as per the actual conditions and documented with photographs.

The interviews involve asking critical and detailed questions about how ecological

citizenship is fostered at UNESA, including how the university's curriculum promotes ecological citizenship, particularly in the Pancasila Education course. Furthermore, documentation analysis will be conducted on secondary sources, such as documents related to the research topic.

The validity of the data will be ensured through source triangulation techniques. The data collected during this stage will then be analysed to examine how ecological citizenship is fostered at UNESA through Pancasila Education. The data analysis will be conducted qualitatively. Through this analysis, policies and ecological programs designed to cultivate ecological citizenship at UNESA within the context of Pancasila Education will be explored (Edwin Nurdiansyah & Kokom Komalasari, 2023).

Results and Discussion

The Urgency of Cultivating Ecological Citizenship Through Pancasila Education in Higher Education

According to Kuswaya Wihardit (2010), culture derives from the words “budi” and “daya”, which mean thought, feeling, and spirit. In English, “culture” originates from the word “culture,” encompassing all human efforts and activities to transform their surrounding environment. Cultivation refers to embedding or internalising specific societal norms, values, and behaviours (Kuswaya Wihardit, 2010). In an academic article by Nurdien Harry Kistanto, cultivation is also viewed as a strategy to expand the understanding and practice of culture in daily life, including simplifying operational cultural practices to make them more applicable in social contexts (Maharisma, 2024). Dharma Setyawan states that cultivation is a process of adaptation and learning that harmonises an individual's mindset and attitudes with a culture's norms, customs, and regulations. This process begins early in life, starting from the immediate environment (family) and expanding to larger social environments (society) (Setyawan, 2023).

Researchers provide a deep perspective on ecological citizenship, which integrates individual responsibility for the environment with citizens' rights. According to Sari, Samsuri, and Wahid, ecological citizenship is a conception that reflects the relationship between humans and the environment, emphasising awareness and care actualised through environmentally-based habits and behaviors (Sari et al., 2020). Faizah argues that ecological citizenship includes the right to an unpolluted environment and the responsibility not to harm it, along with participating in and supporting environmental conservation efforts (Faizah, 2020). This highlights the close relationship between individual rights and collective responsibilities toward the environment.

Based on the research findings, the urgency of fostering ecological citizenship in Pancasila Education at UNESA is critical for raising students' awareness of their responsibilities toward the environment. This aligns with the values of Pancasila, which teach rights and duties as citizens, including efforts to protect the environment. This cultivation is theoretical and practical, where students are expected to actualise Pancasila values in their daily lives through assignments and projects focused on environmental issues. Students can demonstrate their commitment to ecological citizenship by engaging directly in environmental actions. These activities are expected to become part of their daily routine, not just during lectures. Diverse teaching methods, such as project-based learning and discussions, are also applied to enhance students' understanding and engagement with environmental issues.

Moreover, this cultivation aligns with the Sustainable Development Goals (SDGs), where students are encouraged to select relevant themes for their projects, positively impacting

society and the environment. Thus, fostering ecological citizenship in Pancasila Education at UNESA teaches students the importance of protecting the environment and equips them with the skills and experiences necessary to become responsible and environmentally conscious citizens.

The annexe of Permendiknas No. 22 of 2006 states that “Pancasila Education is a subject aimed at shaping citizens who understand and can exercise their rights and obligations as intelligent, skilled, and characterful Indonesian citizens by Pancasila and the 1945 Constitution.” Ecological citizenship is an implementation of Pancasila values, teaching individual responsibility toward the environment (Faizah, 2020). Through project-based learning and discussions, enhancing students’ awareness of environmental issues is essential. This aligns with the theory of social constructivism, which explains that knowledge is socially constructed through interactions between individuals and their environment. In this context, cultivating ecological citizenship through practical activities and environmentally-based projects is a concrete example of social constructivism. Students build their understanding of the environment and their responsibilities as citizens through direct experiences (Sinaga, 2018).

The Form Of Cultivating Ecological Citizenship Through Pancasila Education In Higher Education

Ecological citizenship is closely related to knowledge, attitudes, and behaviors prioritising environmental care and preservation. According to Basyir in his article, “The Relationship Between Environmental Knowledge and Ethics with Attitudes and Behaviours in Maintaining Environmental Sustainability,” the attitude of preserving the environment has a significant positive relationship with behaviors that contribute to environmental conservation. Individuals are considered to have environmental ethics if they exhibit behaviors that support environmental preservation (Basyir, 2015). Similarly, Muhammad’s article “The Urgency of Environmental Preservation in the Qur’an” emphasises that environmental conservation is a mandatory duty for every individual. Every human being on Earth is responsible for managing and utilising natural resources with a conservation mindset to achieve prosperity, fulfil the needs of all humanity, and maintain the surrounding environment in various contexts (Muhammad, 2022). Environmental conservation is an obligation for humanity to ensure the survival of humanity itself (Masruri, 2014). Research findings suggest numerous ways to implement ecological citizenship, including its integration into the Pancasila Education curriculum.

Research findings indicate that Pancasila Education materials include topics that discuss the obligation of citizens to actualise Pancasila values in preserving the environment and fostering ecological citizenship. The first topic in Pancasila Education addressing ecological citizenship is the actualisation of Pancasila values. This topic explains how individuals, particularly Indonesian citizens, must adhere to Pancasila as the nation’s philosophy of life. As a worldview, Pancasila requires Indonesians to internalise and practice its noble values in daily life. Indonesian society must understand how to behave, act ethically, and take responsibility, as reflected in Pancasila’s values. This includes responsibility to God Almighty, fellow citizens, and the environment or the homeland (Hutabarat et al., 2022).

Secondly, ecological citizenship in Pancasila Education at Universitas Negeri Surabaya (Unesa) is implemented through habituation practices, such as reminding students to dispose of waste properly and encouraging communal activities like cleaning the environment. These efforts aim to build and cultivate ecological citizenship. Lecturers, as mentors, are tasked with guiding students academically and morally, as the educational environment serves as an ideal

place to instil character and moral values. Susan Fitriasari, in her work “The Learning Model of Pancasila Education to Foster Environmental Awareness Among Students,” emphasises that the initial mission of educational institutions is to build the character and morals of their learners. The essence of ecological citizenship in Pancasila Education lies in guiding individuals, particularly Indonesians, to act responsibly as God’s creations and social beings, while preserving the environment by Pancasila values (Fitriasari, 2017).

Furthermore, cultivating ecological citizenship in Pancasila Education involves specific learning methods and strategies. Research interviews revealed that discussion methods and project-based learning aligned with Sustainable Development Goals (SDGs) themes are effective strategies for promoting ecological citizenship. According to Muniarti, project-based learning is applicable across educational levels. In this approach, educators serve as facilitators. Project-based learning aims to identify solutions to problems, enabling learners to grasp problem-solving concepts and develop critical thinking skills (Murniati, 2021).

At Unesa, the cultivation of ecological citizenship in Pancasila Education is not limited to theoretical aspects but also includes practical applications. This is achieved through project-based learning assignments focusing on SDGs. Students must engage in fieldwork, identify and analyse issues related to sustainable development, and propose solutions, culminating in social actions or community service. This approach indirectly instils ecological citizenship values as students actively engage with society. The final output of these project-based assignments is a report, which enhances students’ credibility and disseminates information about the importance of ecological citizenship. This output motivates and indirectly socialises the broader community about the significance of environmental preservation.

These strategies and methods represent a solution-oriented approach to fostering ecological citizenship in higher education environments. By employing discussion and project-based learning methods, students are exposed to real-life issues that require critical thinking to resolve. Students gain meaningful experiences constructing knowledge through this process, leading to a comprehensive understanding. This aligns with the concept presented by Kusumawati et al., which highlights the impact of project-based learning on critical thinking skills in understanding concepts. Research shows that critical thinking skills can be enhanced through Problem-Based Learning (PBL) within a constructivist framework. PBL effectively develops cognitive skills by stimulating curiosity and increasing motivation, fostering higher-order thinking skills, particularly critical thinking. Consequently, the knowledge gained becomes a more holistic understanding (Kusumawati et al., 2022).

Challenges And Obstacles In Cultivating Ecological Citizenship Through Pancasila Education In Higher Education

Based on interviews conducted with the Coordinator of Pancasila Education Courses at UNESA, it was stated that policies and instructions regarding ecological citizenship in Pancasila education have been implemented through project assignments aligned with SDG themes. This is consistent with the nature of Pancasila Education, which aims to practice Pancasila values, including environmental preservation, as an application of Pancasila values in daily life.

Research conducted by Alwazir Abdusshomad highlights one of the main obstacles to implementing ecological citizenship: low ecological awareness among students. In Pancasila Education, understanding ecological citizenship is often overlooked or not prioritised. The lack of integration of environmental issues into the curriculum also poses a significant challenge, as the focus remains predominantly on the normative aspects of Pancasila without fully exploring the concept of environmental responsibility as a part of citizenship (Abdusshomad, 2024).

Additionally, structural challenges such as campus policies that do not fully support sustainable environmental management further worsen the situation. Waste management, energy efficiency, and limited facilities for supporting environmentally friendly lifestyles on campus slow down the development of an ecological citizenship culture among students. Limited facilities for waste management and green spaces at several public universities also exacerbate these challenges. Students' apathy toward environmental issues, driven by insufficient education and intensive environmental campaigns in higher education, further complicates the issue.

Lecturers' involvement in fostering ecological citizenship at UNESA is centralised around project assignments in Pancasila courses. Syahrul Januar emphasised that environmental integration influences students' environmentally friendly behaviour. Lecturers have an essential role in shaping ecological citizenship in higher education. They can integrate ecological education into the curriculum, provide an in-depth understanding of environmental awareness, and encourage relevant research. Additionally, lecturers are responsible for fostering critical thinking about environmental issues and motivating students to actively participate in environmental preservation activities on campus and in the community (Primaditya & Kurniawan, 2024).

However, students also play a vital role in applying ecological citizenship, actively participating in activities that support environmental sustainability, such as recycling programs, reducing plastic use, and greening initiatives. The younger generation must become agents of change by implementing the values of ecological citizenship learned on campus. Students' ecological awareness is influenced by quality education, interaction with natural environments, and ecological literacy acquired. At UNESA, students are expected to engage in direct actions and submit reports on their activities (such as videos, photos, or other forms) and present them in class, ensuring all students are aware of the efforts made by each group. While reports have been made relatively well, challenges persist due to the online system, which makes direct field observation difficult. Thus, there is a need for encouragement, guidance, and motivation to be implemented to ensure ecological citizenship efforts are carried out effectively, even when conducted online.

These field challenges and obstacles indicate the need for synergy between campuses and the government to promote policies supporting ecological citizenship in higher education and enhance students' understanding of their role as ecologically responsible citizens (Risna et al., 2021). Perhaps there is a need for UNESA to establish a vision and mission that prioritises environmental care. When top-level institutions show concern for the environment, lower levels will likely follow. Currently, UNESA refers to this as "Tangkas Rek," previously known as "Idaman Jelita." With increased environmental awareness initiatives, all academic members are expected to participate.

Conclusion

Based on the research results and discussions, it can be concluded that cultivating ecological citizenship in higher education is essential for achieving a sustainable campus. As intellectuals and agents of sustainability in society, students must understand the importance of preserving the environment to realise global sustainable goals. Higher education institutions play a crucial role in fostering environmentally ethical character among students. Ecological citizenship at UNESA is cultivated by integrating SDGs and environmental sustainability themes into the curriculum and course content. One of the courses that can be integrated with the SDGs environmental sustainability themes is the Pancasila Education course. The

cultivation of ecological citizenship within Pancasila Education at UNESA is carried out through integrating environmental awareness into the material on the actualisation of Pancasila. In the material on the actualisation of Pancasila values, it is explained how humans, especially Indonesian citizens, must apply Pancasila values in their daily lives, including environmental conservation as an actualisation of the second Pancasila principle. Students are also encouraged to remind each other and engage in community service activities to maintain environmental sustainability. The methods used include discussion and project-based learning, involving fieldwork assignments that require students to engage directly with the community, identify and analyse issues related to sustainable development goals, propose solutions, and conduct community service activities. Thus, students have been cultivated in ecological citizenship both theoretically and practically. However, the challenges and barriers to cultivating ecological citizenship at UNESA include low ecological awareness among students. Additionally, structural challenges, such as policies that do not fully support sustainable environmental management, exacerbate the situation. This is further compounded by the lack of facilities to support environmentally friendly lifestyles on campus, making cultivating ecological citizenship less effective.

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