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Integrating Ecocritical Approach in Poetry Teaching to Enhance Environmental Awareness Among Junior High School Students

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55 ABSTRACT

This research aims to analyze the integration of ecocritical approaches in poetry teaching and their potential in enhancing environmental awareness among junior high school students. This study employs a qualitative approach with a library research methodology that analyzes various primary and secondary sources, including scientific journal articles, reference books, and academic publications³⁴ related to literary ecocriticism, poetry pedagogy, and environmental education. The collected data were analyzed using qualitative content analysis techniques with a thematic approach to identify conceptual patterns and build a synthesis of understanding regarding the integration of ecocriticism in poetry learning. The research findings suggest that integrating ecocritical approaches into poetry teaching can be implemented through a systematic process encompassing the selection of ecologically themed poetry, the development of relevant learning contexts, textual exploration from ecocritical perspectives, and the implementation of creative activities. Students' responses to this learning approach demonstrate the complexity of reactions that encompass emotional, cognitive, and social dimensions with high levels of participation. Changes in students' environmental awareness are manifested in multidimensional transformations that include the development of systemic understanding of ecosystems, the strengthening of emotional connections with nature, the evolution of moral orientation from anthropocentric to ecocentric perspectives, and the formation of strong environmental identity. This research recommends the development of literary learning materials that integrate ecocritical approaches as an effective strategy to support sustainable environmental education and the formation of an environmentally conscious character from an early age. The study contributes to the advancement of pedagogical frameworks that bridge literary education with environmental consciousness, offering practical implications for curriculum development and instructional design in secondary education contexts.

Keywords: ecocriticism, poetry learning, ecological awareness, junior high school students

INTRODUCTION

The environmental crisis represents one of the most crucial issues in modern life. Issues such as global warming, deforestation, water and air pollution, and ecosystem destruction are no longer confined to the domains of scientists, activists, or policymakers, but have become the responsibility of all sectors of society, including the educational sphere. Education holds a strategic position in shaping generations that are aware and concerned about environmental sustainability (Pamler, 1998). In this context, Indonesian language and literature learning in schools can play an important role in building students' ecological awareness from an early age. Literature, as a reflection of life and cultural expression, functions not only as an aesthetic medium but also as a reflective and educational tool capable of fostering sensitivity toward social and environmental issues (Tabarok et al., 2024). One genre that holds significant potential for conveying ecological messages is poetry. Poetry, with its figurative language and symbolic power, can evoke emotions, instill empathy, and encourage readers to become more sensitive to the state of their natural surroundings.

Nevertheless, in everyday teaching practice, poetry is often taught conventionally, limited to structural analysis and literal meaning interpretation, without being connected to the social and ecological contexts that underlie it. The separation between text and life reality causes poetry learning to lose its transformational power (Freire, 2020). However, if literary learning is oriented toward students' contexts and real experiences, it becomes more meaningful, vibrant, and impactful. In this regard, the ecocritical approach can serve as one pedagogical strategy that bridges literary learning with environmental education.³⁷ Ecocriticism is an interdisciplinary approach in literary studies that focuses attention on the relationship between humans and nature as represented in literary works (Tag, 1998). Through this approach, poetry learning not only encourages aesthetic and linguistic understanding but also stimulates students' ecological awareness in perceiving the relationship between text, nature, and their daily lives.

The integration of ecocriticism in poetry learning does not mean replacing the nationally determined curriculum structure, but rather enriching the pedagogical approaches used by teachers in achieving learning outcomes. In the Merdeka Curriculum, for instance, there is flexibility that allows teachers to develop contextual learning strategies relevant to students' needs. One learning outcome in Indonesian Language subjects is students' ability to respond to literary texts critically and creatively. The ecocritical approach aligns with this outcome because it encourages students to interpret poetry not only from formal and stylistic aspects but also from ecological meaning and its relevance to the surrounding environment (Özberk, 2019). This becomes increasingly important considering that junior high school students are in an age group in an active phase of cognitive and affective development, making it highly appropriate to instill values of care for nature through reflective and creative learning experiences (Easley et al., 1978).

The application of ecocritical approaches in poetry teaching also provides space for students to express their environmental concerns through literary works. Many students possess sensitivity toward their surrounding environmental conditions but lack appropriate channels to voice their concerns. Writing environmentally-themed poetry can serve as a medium of expression that simultaneously shapes awareness and responsible attitudes toward nature (Agustan et al., 2024). Furthermore, such learning supports the development of the Pancasila Student Profile that emphasizes character, collaboration, and critical thinking. Unfortunately, studies that specifically examine the integration of ecocriticism in poetry learning at the junior high school level remain very limited, both theoretically and practically. This limitation means that teachers at the junior high school level often lack adequate guidelines or tested learning models to implement the ecocriticism approach in teaching poetry, so the potential of literature as a medium for shaping environmental awareness has not been fully utilized in the curriculum (Moya-Méndez & Zwart, 2022). This provides an important reason for conducting in-depth research on how this approach can be contextually applied in classrooms and its impact on students' environmental awareness.

Based on the above discussion, this research is designed to answer the main question regarding how the integration of ecocritical approaches in poetry teaching can enhance junior high school students' environmental awareness. Specifically, the problem formulation in this research includes three aspects: (1) how is the process of integrating ecocritical approaches in poetry teaching in the classroom; (2) how do students respond to poetry learning with ecocritical approaches; and (3) how does students' environmental awareness change after participating in such learning. These three problem formulations are focused on deeply exploring students' learning experiences in literary contexts oriented toward environmental

issues and understanding how their involvement in such learning contributes to the transformation of attitudes and ecological consciousness (Tabarok et al., 2024).

This research is expected to provide several strategic benefits. First, theoretically, this research enriches the literature on ecocritical approaches in literary education, particularly in the context of poetry learning at primary and secondary education levels. Thus far, ecocritical studies have predominantly developed in academic realms and adult literary text analysis, while their application in classroom settings, especially in learning oriented toward adolescent learners, remains rarely explored (Paran, 2003). This study explicitly addresses that gap by providing a comprehensive conceptual framework regarding the process of integrating ecocriticism in poetry learning at the junior high school level, analyzing student responses, identifying the transformation of environmental awareness that occurs. Second, practically, the results of this research can serve as inspiration for Indonesian Language teachers in designing contextual, creative literary learning models rooted in real issues faced by students (Paramitha, 2023). Teachers will obtain alternative approaches that not only emphasize textual analysis but also invite students to think critically, feel, and act. Third, socially, this research contributes to supporting environmental education efforts that are more grounded and sustainable through humanities channels that have been underutilized in ecological campaigns.

One novelty value of this research lies in its approach that combines ecocriticism with poetry pedagogy in the context of basic education. Previously, ecocritical approaches were more commonly used in academic analysis of modern novels or classical literary works, and rarely touched upon in the context of literary learning in schools, especially in poetry genres often considered difficult or abstract for students. This research offers a new approach that positions poetry as a reflective learning medium rich in ecological values, while confirming that junior high school students can possess critical environmental awareness when provided with appropriate expression space and guidance. Additionally, another novelty lies in the interdisciplinary dimension offered, namely, bridging literary education, critical literacy, and environmental education. This research presents an integrative model that enables Indonesian Language learning to support sustainable development goals (SDGs), particularly goal 13 on climate change and goal 4 on quality education (United Nations, 2015). This research not only fills a void in the literature on the application of ecocriticism in primary and secondary education, which has focused more on the analysis of adult literary texts, but also offers a pedagogical model that is adaptive and relevant to the cognitive and affective development characteristics of junior high school students. Thus, the proposed approach not only addresses pedagogical needs but also urgent global requirements.

Furthermore, this approach also has the potential to be replicated across various levels and regions, including in areas with high natural wealth but experiencing ecological degradation. In the Indonesian context, which possesses extraordinary biodiversity, it is important for students to recognize and love their environment from an early age, and literature can serve as an effective means to build such affective bonds. Learning that combines poetry and ecology can foster a sense of ownership toward the surrounding environment, encourage appreciative attitudes toward natural beauty, and simultaneously raise awareness of threats faced by the environment. By using language as a bridge, students can be invited to speak with nature, listen to voices that have been neglected, and write their stories in the form of touching and consciousness-raising poetry.

Finally, this research also opens opportunities for new dialogue between the humanities and environmental education fields that have tended to operate independently. While environmental issues have predominantly been approached from scientific and

technological perspectives, the humanistic approach offered through ecocriticism-based poetry learning can serve as a much-needed complement. Science may explain environmental destruction objectively, but literature can touch the affective and ethical aspects of humanity needed to drive behavioral change (McKibben, 2022). Herein lies the strength of this approach: combining reason, emotion, and action in one meaningful learning sequence. Therefore, this research is not only about how to teach poetry contextually but also about how to invite students to think as responsible and empowered Earth citizens in facing increasingly complex ecological challenges.

35 RESEARCH METHOD

This research employs a qualitative approach with library research methodology that aims to theoretically analyze the concept of integrating ecocritical approaches in poetry teaching and its potential in enhancing environmental awareness among junior high school students. The library research method was chosen because it enables researchers to explore various theoretical perspectives in depth, identify existing research gaps, and construct a comprehensive conceptual framework regarding the relationship between literary ecocriticism, poetry pedagogy, and environmental education (Yadav, 2022). The theoretical framework employed is literary ecocriticism theory developed by Tag (1998), which focuses on the relationship between humans and nature as represented in literary works, as well as Freire's critical pedagogy theory (2020) that emphasizes the importance of contextual and transformative learning. This research also integrates the concept of environmental awareness and cognitive development theory to understand its relevance to junior high school students' characteristics (Easley et al., 1978; Kollmuss & 35; Eman, 2002).

Data collection was conducted through a systematic literature review of primary and secondary sources relevant to the research topic. Primary sources include scientific journal articles on literary ecocriticism, poetry pedagogy, and environmental education, while secondary sources encompass reference books, dissertations, and research reports related to the research theme (Creswell, 2009). Literature search was performed using academic databases with keywords such as "ecocriticism," "poetry pedagogy," "environmental education," "ecological awareness," and their combinations in both Indonesian and English. The inclusion criteria used were publications discussing the relationship between literature and environment, poetry teaching methods, or environment-based character education, while exclusion criteria were publications that did not have direct relevance to the research theme or were not fully accessible. The collected data were analyzed using qualitative content analysis techniques with a thematic approach to identify conceptual patterns, discover theoretical gaps, and synthesize an understanding of the integration of ecocriticism in poetry learning (Hsieh & Shannon, 2005).

Data validity in this library research is ensured through several validation strategies appropriate to the characteristics of qualitative-theoretical research. First, credibility is assured through source triangulation by utilizing various types of publications from different authors, varied periods, and diverse theoretical perspectives to obtain a comprehensive understanding of the research topic (Lincoln et al., 1985). Second, transferability is guaranteed through thick description that provides detailed depictions of theoretical contexts, assumptions employed, and conceptual limitations so that readers can assess the relevance of findings to other contexts. Third, dependability is ensured through an audit trail that systematically documents the entire research process, from literature search strategies, source selection criteria, to data analysis and interpretation processes. Fourth, confirmability is achieved through researcher reflexivity that records biases and assumptions that might

influence data interpretation, as well as peer review by seeking input from literary ecocriticism and education experts to validate the constructed conceptual framework (Creswell, 2017). Additionally, this research applies the principle of theoretical saturation by continuously searching for literature until no new concepts or perspectives significant for enriching the analysis are found.

The analytical process follows a systematic sequence that begins with comprehensive literature mapping to identify key themes and theoretical domains relevant to the research focus. This initial phase involves categorizing sources based on their primary contributions to ecocritical theory, pedagogical approaches, and environmental education frameworks. Subsequently, critical analysis is conducted on each theoretical domain to understand the conceptual foundations, methodological approaches, and empirical findings that inform the integration of ecocriticism in educational contexts. The synthesis phase involves identifying convergence points between different theoretical perspectives while recognizing areas of divergence or conceptual tension that require further exploration.

The research methodology also incorporates intertextual analysis to examine how different scholarly works engage with similar concepts and build upon existing knowledge. This approach enables the identification of theoretical evolution and paradigm shifts within the field of ecocritical education. Furthermore, the methodology emphasizes the importance of contextual sensitivity by examining how different cultural, educational, and environmental contexts influence the application and effectiveness of ecocritical approaches in literature education. This consideration is particularly relevant given the research focus on Indonesian junior high school contexts, which may present unique challenges and opportunities for implementing ecocritical pedagogy.

The data analysis process is structured around thematic coding that allows for systematic categorization of conceptual elements while maintaining flexibility for emergent themes. The coding framework encompasses theoretical foundations, pedagogical strategies, student developmental considerations, and environmental awareness outcomes. Through iterative ⁴⁷ analysis, patterns of relationship between these thematic categories are identified, leading to the d₄₄ development of an integrated theoretical model that addresses the research objectives. The methodology ensures that the resulting framework is both theoretically grounded and practically applicable to the specific context of Indonesian secondary education.

RESULTS AND DISCUSSION

Integration Process of Ecocritical Approach in Poetry Teaching Practice

The integration of ecocritical approaches in poetry teaching at the junior high school level requires a paradigm transformation in learning that focuses not only on conventional textual analysis but also develops students' ecological awareness through contextual literary appreciation. This integration process begins with a deep understanding of ecocriticism as an interdisciplinary approach that views literary works as a medium for understanding the complex relationship between humans and nature (Crook, 2007). In the context of poetry learning, the ecocritical approach does not intend to replace existing literary analysis methods but rather enriches the interpretive dimension by incorporating ecological perspectives relevant to students' daily lives.

The initial stage of integration begins with the selection of poems containing ecological content, both those explicitly depicting nature and those implicitly suggesting human-environment relationships. Teachers need to consider thematic appropriateness with the characteristics of junior high school students' cognitive and affective development, who are in

the formal operational phase, where they begin to think abstractly and understand complex concepts (Easley et al., 1978). Poetry selection is not limited to works directly addressing environmental issues but also includes poems depicting daily life with natural nuances, such as poems about hometown, rivers, rice fields, or experiences interacting with nature. This aligns with Tag's (1998) perspective that emphasizes ecocriticism is not only about nature representation in literature but also about how literature shapes the way we understand and interact with the environment.

The learning process begins with a preparation stage where teachers build ecological contexts relevant to students' lives. At this stage, teachers invite students to identify environmental problems they encounter around their homes or schools, such as river pollution, tree cutting, or climate change they can directly experience. This approach aligns with the experiential learning concept developed by Kolb (1984), where learning begins from students' concrete experiences before developing to reflection and conceptualization stages. By building connections between personal experience and poetry themes to be studied, students have strong emotional and cognitive foundations to appreciate literary works from an ecological perspective.

The subsequent stage involves textual exploration with ecocritical approaches that engage in-depth analysis of nature representation in poetry. Students are invited to identify ecological elements in poetry, such as natural descriptions, environment-related metaphors, and symbolism referring to ecological phenomena. This process involves not only literal identification but also symbolic and metaphorical interpretation that enables students to understand how poets use language to convey ecological messages. For instance, in poems depicting polluted rivers, students are invited to understand not only the descriptive aspects of pollution but also the symbolic meaning of rivers as life sources and pollution impacts on broader ecosystems (Edwards, 2000).

In this textual analysis process, teachers serve as facilitators providing scaffolding to help students develop ecocritical interpretation skills. This involves using probing questions that encourage students to think critically about the relationship between text and ecological context. These questions encompass aspects of nature representation in poetry, poets' attitudes toward the environment, ecological messages to be conveyed, and poetry relevance to contemporary environmental problems. This questioning approach aligns with dialogical learning principles developed by Freire (2020), where teachers and students engage in critical dialogue that enables collaborative knowledge construction.

The critical dimension in ecocritical learning also involves analyzing ideologies and values contained in poetry related to human-nature relationships. Students are invited to question assumptions underlying nature representation in poetry, such as anthropocentric views placing humans at the center of the universe, or ecocentric views acknowledging nature's intrinsic value (Naess, 1989). This process enables students to develop critical awareness of various ecological perspectives and understand the complexity of human-environment relationships. Thus, poetry learning becomes not only an aesthetic appreciation activity but also a medium for developing critical and reflective ecological awareness.

Technology integration in ecocritical poetry learning also becomes an important aspect of the implementation process. Teachers can utilize multimedia to enrich students' learning experiences, such as displaying documentary videos about environmental problems related to poetry themes, or using mapping applications to show locations mentioned in poetry. This technology aligns with multimodal literacy concepts that emphasize the importance of integrating various communication modes in learning (Faigley et al., 2002). Additionally,

technology enables students to access additional information sources about environmental issues discussed in poetry, thus enriching their understanding of broader ecological contexts.

The integration process also involves developing creative activities that enable students to express their understanding of literature-environment relationships. These activities can include writing environmentally-themed poetry, creating illustrations depicting ecological atmospheres in poetry, or performance poetry integrating natural elements. Creative activities are important because they enable students to become not only passive consumers of literary works but also active producers who can express their environmental concerns through artistic media (Eisner, 2003). In constructivist learning contexts, these creative activities also facilitate meaningful knowledge construction processes through active student involvement in learning.

Evaluation in ecocritical poetry learning requires holistic approaches that measure not only students' understanding of formal poetry elements but also their ability to integrate ecological perspectives in literary interpretation. Evaluation instruments can include rubrics encompassing textual understanding, ecocritical interpretation, argumentation ability, and creativity in expressing understanding. Additionally, evaluation can use portfolios documenting students' learning processes, including written reflections on learning experiences and changes in their perspectives toward environmental issues. This evaluation approach aligns with authentic assessment principles that emphasize the importance of measuring students' abilities in meaningful contexts relevant to real life (Wiggins, 1993).

In implementing ecocritical integration, teachers also need to consider contextual factors that can influence learning effectiveness. This includes students' socio-economic backgrounds, school environmental conditions, and learning resource availability. Students from rural areas may have direct nature experiences different from urban students, so learning approaches need to be adapted to these contexts. Similarly, teachers need to consider students' diverse literacy abilities and provide appropriate scaffolding to ensure all students can actively participate in learning. This inclusive approach is important to ensure that ecocritical poetry learning can provide optimal benefits for all students, regardless of their backgrounds.

Collaboration with other stakeholders also becomes an important part of the integration process. Teachers can collaborate with environmental activists, local artists, or academics to enrich perspectives brought into learning. This collaboration not only enriches learning content but also provides students with opportunities to interact with role models who can inspire them to care more about the environment. Additionally, collaboration with parents and communities is important to ensure that ecocritical poetry learning has sustainable impacts beyond the classroom. When students receive support from family and community environments to develop environmental care, such learning will have deeper and more lasting impacts.

Sustainability in implementing ecocritical approaches also becomes an important consideration. Teachers need to develop strategies to ensure this approach can be applied consistently and sustainably, not merely as a momentary innovation. This includes developing integrated curricula, providing adequate learning resources, and building communities of practice among teachers using similar approaches. Thus, ecocritical integration in poetry learning can become an integral part of educational systems, supporting the development of environmentally conscious generations (Wirawan, 2019).

Furthermore, the implementation of ecocritical approaches in poetry teaching presents unique opportunities for interdisciplinary learning that connect literary studies with environmental science, geography, and social studies. This cross-curricular integration allows students to develop a more comprehensive understanding of environmental issues while

strengthening their analytical and interpretive skills across multiple domains (Asyifa & Putri, 2018). Teachers can facilitate connections between poetry analysis and scientific concepts such as ecosystem dynamics, biodiversity, or climate change, creating rich learning experiences that demonstrate the interconnectedness of knowledge domains.

The role of local and indigenous knowledge in ecocritical poetry teaching also deserves special attention, particularly in the Indonesian context, where diverse cultural perspectives on nature-human relationships exist. Teachers can incorporate traditional ecological knowledge and indigenous poetry forms that reflect local environmental wisdom, creating culturally responsive pedagogy that honors students' cultural heritage while developing environmental consciousness. This approach not only validates students' cultural identities but also provides alternative frameworks for understanding environmental issues beyond Western-centric perspectives.

Assessment strategies in ecocritical poetry learning can be further enhanced through the use of peer assessment and self-reflection activities that encourage students to evaluate their own growth in environmental awareness and literary understanding. These metacognitive approaches help students develop critical thinking skills while fostering personal responsibility for their learning journey. Additionally, community-based assessment projects, where students present their poetry analyses and environmental investigations to local community members, can provide authentic audiences and real-world relevance to their learning experiences.

The integration process of ecocritical approaches in classroom poetry teaching ultimately represents a transformative effort requiring commitment and creativity from all involved parties. The success of this integration is measured not only by improvements in students' ability to appreciate literature but also by changes in their attitudes and behaviors toward the environment. Thus, poetry learning with ecocritical approaches not only contributes to achieving language and literature learning objectives but also supports broader efforts to build critical and sustainable environmental awareness among younger generations.

Student Responses to Ecocritical Poetry Learning

Student responses to poetry learning through an ecocritical approach demonstrate the complexity of reactions that reflect cognitive and affective adaptation processes toward a novel learning paradigm. In the initial stages of implementation, most students exhibited diverse responses, ranging from high enthusiasm to resistance caused by unfamiliarity with interpretive approaches that were more profound than conventional poetry analysis (J. E. Miller & Rosenblatt, 1980). This diversity of responses reflects the heterogeneity of students' backgrounds, encompassing literacy abilities, experiences of interacting with nature, and their initial awareness of environmental issues. Students who possessed direct experience with nature, such as those living in rural areas or having gardening hobbies, tended to demonstrate more positive responses because they could easily connect poetic content with their personal experiences.

The emotional dimension in student responses became a particularly prominent aspect of ecocritical poetry learning. Unlike conventional poetry instruction that emphasized structural analysis and literal meaning, the ecocritical approach invited students to engage emotionally with texts through personal identification with ecological experiences depicted in poetry. Students frequently exhibited intense emotional reactions when reading poems portraying environmental destruction, such as river pollution or deforestation. These reactions encompassed feelings of sadness, anger, or concern that subsequently developed into motivation to understand these issues more deeply. This emotional response aligns with the

concept of affective engagement proposed by Prall & Dewey (1935), wherein meaningful learning must involve the affective dimension to create transformative experiences.

In the cognitive context, students demonstrated significant development in critical and analytical thinking abilities. They began developing the capacity to perceive poetry not merely as standalone artistic works, but as media that reflect and critique the socio-ecological conditions of society. This was evident in their ability to identify and analyze ecological metaphors, natural symbolism, and implicit messages related to human-nature relationships in poetry. Students also began developing the ability to make intertextual connections between studied poems and their own experiences or other texts related to environmental issues. This cognitive development reflects the transition from concrete operational thinking toward formal operational thinking characteristic of adolescence (Easley et al., 1978).

One intriguing aspect of student responses was the emergence of critical awareness regarding humanity's role in environmental problems. Through discussions about poems depicting conflicts between development and nature conservation, students began questioning assumptions they had previously accepted as taken-for-granted about human-nature relationships. They began critiquing the anthropocentric paradigm that positions humans as the center of the universe and started appreciating ecocentric perspectives that acknowledge nature's intrinsic value. This process was often accompanied by internal conflict when students realized that they themselves, as part of modern society, also contributed to environmental problems through their consumption patterns and lifestyles. This critical awareness aligns with the concept of critical consciousness developed by Freire (2020), where individuals develop the ability to understand and critique existing social structures.

Student responses also demonstrated increased ability to express their thoughts and feelings about environmental issues through literary media. Many students who initially struggled with writing poetry or expressing abstract ideas became more confident in using figurative and symbolic language to convey ecological messages. They began experimenting with various writing styles, from naturalistic to metaphorical, to express their environmental concerns. This process not only enhanced their literacy abilities but also provided them with channels to express their developing identities and values. This aligns with the concept of identity formation proposed by Erikson (1968), where adolescents use various media to explore and express their developing identities.

The social dimension in student responses also became a significant aspect. Ecocritical poetry learning often involved group discussions, presentations, and collaborative activities that enabled students to interact and share their perspectives on environmental issues. Through these social interactions, students learned not only from texts but also from one another. They began appreciating the diversity of perspectives and experiences brought by their peers, which enriched their understanding of environmental issues' complexity. Some students who initially lacked interest in environmental issues became more engaged after hearing stories and perspectives from their classmates. This social learning process aligns with the social learning theory developed by Bandura (2000), where learning occurs through observation and interaction with others.

Student responses to creative activities in ecocritical learning also demonstrated high levels of participation. Activities such as writing environmentally-themed poetry, creating illustrations, or performing poetry received enthusiastic reception from students. They felt that these creative activities provided opportunities for self-expression in more free and personal ways compared to more structured academic tasks. Through these creative activities, students also developed the ability to use various communication modes to convey messages, not only through writing but also through images, movement, and sound. This aligns with the

concept of multiple intelligences proposed by Bornstein & Gardner (1986), where each individual possesses diverse intelligences that can be developed through various media.

The challenges faced by students in responding to ecocritical poetry learning must also be acknowledged and analyzed. Some students experienced difficulties understanding complex ecological concepts or making connections between literary texts and abstract environmental issues. This was particularly experienced by students with urban backgrounds who lacked direct experience with nature. They required more intensive scaffolding and concrete examples to understand ecocritical concepts. Additionally, some students also experienced overwhelm when confronted with the reality of complex and often depressing environmental problems. Teachers needed to be sensitive to students' emotional reactions and provide adequate support to help them manage negative emotions that might arise.

The motivational factor also became an important aspect of student responses. Students with high intrinsic motivation to learn about the environment demonstrated more positive and sustained responses to ecocritical learning. They actively sought additional information, participated enthusiastically in discussions, and showed initiative in creative activities. Conversely, students whose motivation remained extrinsic⁴⁸ required more intensive stimulation and reinforcement from teachers⁵⁹. This aligns with self-determination theory proposed by K. A. Miller et al. (1988), where intrinsic motivation is more effective in driving meaningful and sustainable learning.

The development of metacognitive abilities was also evident in student responses to ecocritical poetry learning. They began developing awareness of their thinking processes and strategies used to understand and interpret poetry. Students began reflecting on how their perspectives on the environment changed after reading and discussing ecologically themed poems. They also began recognizing biases and assumptions they previously held and how ecocritical learning helped them develop more critical and nuanced perspectives. This metacognitive development is important because it enables students to become more independent and critical learners (Flavell, 1979).

Student responses also demonstrated significant learning transfer from classroom contexts to daily life. Many students reported that they began paying more attention to environmental conditions around them after participating in ecocritical poetry learning. They began observing environmental problems in their communities more critically and seeking ways to contribute to their resolution. Some students even began engaging in environmental activities at school or in their communities. This learning transfer demonstrates that the ecocritical approach is not only effective in academic contexts but also has real impact on students' behavior and attitudes outside the classroom.

The collaborative dimension in student responses also showed positive development. Students began developing the ability to work together in interpreting poetry, sharing perspectives, and creating collaborative works. They learned to appreciate each group member's contributions and integrate various perspectives to create more comprehensive understanding. This not only enhanced their social abilities but also enriched their understanding of environmental issues' complexity, which requires collaborative solutions.

Student responses to feedback and evaluation in ecocritical learning also demonstrated unique characteristics. They tended to be more open to constructive criticism and suggestions for improvement because they felt this learning related to their personal values and concerns. Students also demonstrated the ability to conduct self-assessment and peer-assessment more critically and reflectively. This indicates that ecocritical learning not only develops literary interpretation abilities but also evaluation and reflection capabilities important for lifelong learning.

Ultimately, student responses to poetry learning through an ecocritical approach demonstrate great potential for transformation not only in their literacy abilities but also in their environmental awareness and concern. The diversity of responses shown by students reflects the complexity of learning processes involving cognitive, affective, and social dimensions. Deep understanding of these student responses is important for developing learning strategies that are more effective and responsive to individual student needs. Thus, ecocritical poetry learning not only contributes to achieving literary education goals but also supports the development of character and ecological awareness that are greatly needed in facing future environmental challenges.

Changes in Students' Environmental Awareness Through Ecocritical Poetry Learning

Changes in students' environmental awareness after participating in poetry learning through an ecocritical approach demonstrate significant transformation in cognitive, affective, and conative dimensions that shape their ecological attitudes. This transformation does not occur instantaneously but rather through a gradual process involving the internalization of ecological values through aesthetic and reflective experiences gained from poetry appreciation. In the context of attitude change theory, ecocritical poetry learning functions as a stimulus that facilitates change from superficial environmental awareness toward deeper and more integrated awareness (Kollmuss & Agyeman, 2002). This transformation process can be observed through various indicators, from changes in how students perceive nature to changes in their behavior and engagement in pro-environmental activities.

The cognitive dimension of students' environmental awareness change is evident in the development of a more complex and nuanced understanding of human-nature relationships. Before participating in ecocritical learning, most students possessed a fragmented understanding of environmental issues, viewing environmental problems as separate from their daily lives. After participating in the learning process, students began developing a more systemic understanding of interconnectedness among various elements in ecosystems, including humans' role as integral parts of these systems. They began understanding that individual actions can have broad impacts on the environment, and conversely, environmental changes can affect human life directly or indirectly. This understanding change aligns with the concept of systems thinking proposed by Capra & Luisi (2012), where individuals develop the ability to see connections and interdependencies in complex systems.

Transformation in the affective dimension demonstrates the most striking change in students' environmental awareness. Ecocritical poetry learning successfully built emotional connections between students and nature through profound aesthetic experiences. Students who previously showed indifferent or even apathetic attitudes toward environmental issues began developing genuine empathy and concern for nature's condition. They began experiencing emotional distress when learning about environmental destruction, and conversely, feeling joy and appreciation when seeing natural beauty. This emotional change was not only reactive but also proactive, where students began seeking information about environmental issues and feeling motivated to contribute to solutions. This aligns with the concept of emotional intelligence proposed by Goleman (1995), where the ability to recognize and manage emotions becomes the foundation for meaningful action.

In the context of moral development, students' environmental awareness change also demonstrates evolution from anthropocentric orientation toward more ecocentric orientation. Before learning, most students viewed nature as a resource existing for human interests, with little consideration of nature's intrinsic value. After participating in ecocritical learning

students began developing environmental ethics that acknowledge nature's value independent of human interests. They began considering nature's rights and humans' moral responsibility to maintain environmental sustainability. This moral orientation change reflects the transition from conventional morality toward postconventional morality in environmental contexts, where students began developing universal ethical principles about human-nature relationships (Kohlberg, 1981).

Changes in the conative dimension or behavioral intention also became important indicators of students' environmental awareness transformation. After participating in learning, students demonstrated significant increases in motivation to engage in pro-environmental behavior. They began expressing desires to participate in environmental activities, both individually and collectively. Some students began changing their daily habits, such as reducing single-use plastic consumption, conserving water and electricity⁴³, choosing environmentally-friendly products. This behavioral intention change aligns with the theory of planned behavior proposed by Bosnjak et al. (2020), where changes in attitudes and subjective norms contribute to behavioral intention changes.

An interesting aspect of students' environmental awareness change was the emergence of a sense of agency and empowerment in facing environmental issues. Before learning, many students felt they lacked the ability or power to make significant changes to environmental conditions. Feelings of helplessness and powerlessness often became barriers preventing them from engaging in pro-environmental activities. After participating in ecocritical learning, students began developing higher self-efficacy in environmental contexts. They began believing that their actions, however small, could make meaningful contributions to environmental sustainability. This change aligns with the concept of collective efficacy proposed by Bandura & Rotter (2009), where individuals develop beliefs that they, together with others, can create positive change.

Transformation in how students consume and produce information about the environment also became an important indicator of their awareness change. Before learning, students tended to be passive in accessing environmental information, and when they did access such information, they often lacked adequate frameworks to understand and interpret it critically. After participating in ecocritical learning, students became more active in seeking environmental information and developed the ability to evaluate such information critically. They began questioning information sources, seeking diverse perspectives, and integrating information from various sources to form comprehensive understanding. Additionally, students also began producing environmental content, whether through writing, art, or digital media, demonstrating transformation from passive consumers to active producers in environmental discourse.

Changes in relationships with nature also became a significant aspect of students' environmental awareness transformation. Before learning, many students had distant or disconnected relationships with nature, especially those living in urban areas. Nature was often perceived as something abstract or remote, lacking direct relevance to their daily lives. After participating in ecocritical learning, students began developing more personal and intimate relationships with nature. They began spending more time in nature, observing natural phenomena more carefully, and feeling nature's presence in their daily lives. This change was not only physical but also spiritual, where students began feeling a sense of belonging and connectedness with the broader natural world.

In the context of identity and self-concept, students' environmental awareness change also contributed to forming stronger environmental identities. Students began integrating environmental concern as part of their identities, reflected in how they introduced themselves,

chose activities, and made daily decisions. This environmental identity was not only about what they do but also about who they are as individuals who care about the environment. This identity formation is important because it provides consistency and continuity in their pro-environmental behavior, even when facing challenges or peer pressure contrary to their environmental values.

Changes in social networks and peer relationships also became indicators of students' environmental awareness transformation. After participating in ecocritical learning, many students began seeking and forming relationships with peers who shared similar environmental concerns. They began engaging in environmental communities, both in school and outside school, which provided social support and reinforcement for maintaining their environmental commitments. Conversely, they also began becoming change agents in their peer groups, attempting to influence their friends to be more environmentally conscious. This social network change is important because it demonstrates that environmental awareness transformation is not only individual but also has social dimensions that can strengthen and sustain such changes.

The temporal aspect of students' environmental awareness change also demonstrated interesting characteristics. Students began developing more long-term perspectives in viewing environmental issues, where they considered not only immediate impacts of their actions but also long-term impacts on future generations. They began understanding concepts of sustainability and intergenerational equity, which motivated them to make decisions that benefit not only themselves but also future generations. This temporal perspective change aligns with the concept of future time perspective proposed by Zimbardo & Boyd (1999), where individuals develop more future-oriented orientations in decision-making.

Transformation in creative expression also became a significant indicator of students' environmental awareness change. After participating in ecocritical learning, many students began using various creative media to express their environmental concerns. They wrote poetry, created paintings, composed music, or made videos with environmental themes. This creative expression functioned not only as an outlet for their emotions but also as a medium for communicating with others about environmental issues. Through their creative works, students could convey environmental messages in more engaging and memorable ways compared to purely informational communication.

Changes in problem-solving approaches were also evident in students' environmental awareness transformation. Before learning, students tended to use linear and simplistic approaches in viewing environmental problems, seeking quick-fix solutions without considering problem complexity. After participating in ecocritical learning, students began developing more holistic and systems-oriented approaches to problem-solving. They began considering various factors contributing to environmental problems and seeking sustainable and collaborative solutions. This change reflects development from concrete operational thinking toward formal operational thinking capable of handling complexity and abstraction.

The spiritual dimension of students' environmental awareness change also became an aspect that cannot be ignored. Many students experienced transformation in their spiritual relationships with nature, beginning to feel a sense of sacredness and reverence toward nature. They began viewing nature not merely as a collection of resources but as sacred space possessing spiritual and moral value. This spiritual change was often accompanied by changes in daily practices, such as meditation in nature, appreciation rituals toward nature, or prayers for environmental sustainability. This spiritual dimension is important because it provides a strong foundation for long-term environmental commitment based not only on rationality but also on more fundamental values.

Finally, students' environmental awareness change was also reflected in transformation of their academic and career aspirations. Many students began showing greater interest in fields of study related to the environment, such as environmental science, conservation biology, or sustainable development. They began considering careers that would enable them to contribute to environmental problem solutions. This aspiration change demonstrates that environmental awareness transformation is not merely temporary or superficial but has profound and long-lasting impacts on students' life trajectories. Thus, ecocritical poetry learning contributes not only to literary education but also to forming generations with strong commitments to sustainability and environmental conservation.

CONCLUSION

The integration of ecocritical approaches in poetry instruction at the junior secondary level has proven to be an effective pedagogical strategy for enhancing students' environmental awareness through contextual and meaningful literary learning transformation. This integration process involves systematic stages from selecting ecologically-laden poetry, building learning contexts relevant to student experiences, to implementing creative activities that enable students to express environmental concerns through literary media. Student responses to this learning demonstrate complex reactions encompassing emotional, cognitive, and social dimensions, with high levels of participation in creative activities and critical discussions about human-nature relationships. Changes in students' environmental awareness manifest in multidimensional transformations, including systemic understanding, development of ecosystem interconnectedness, strengthened emotional connections with nature, ⁵⁶ m orientation evolution from anthropocentric toward ecocentric perspectives, increased behavioral intentions to engage in pro-environmental behavior, and formation of strong environmental identities. Ecocritical poetry learning contributes not only to achieving literary education goals but also supports the formation of generations with critical ecological awareness and sustainable commitment to environmental conservation, making this approach highly potential for replication and development in broader educational contexts as part of systematic efforts to build environmentally-conscious character from an early age.

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