



---

---

## **A learning model for law enforcement based on the justice value of Pancasila for equitable spatial planning**

**Puji Wulandari Kuncorowati\*, I Gusti Ayu Ketut Rachmi Handayani, Rahayu Subekti**

Universitas Sebelas Maret, Indonesia

\*Corresponding Author: [pujiwulandari@student.uns.ac.id](mailto:pujiwulandari@student.uns.ac.id)

---

### **ABSTRACT**

---

Approaches in legal education that emphasize the justice value of Pancasila are increasingly relevant in rising environmental awareness among students. A learning model not only offers theoretical insights into environmental protection but also encourages the practical application of justice value in the context of law enforcement. This study seeks to develop a law enforcement learning model based on Pancasila justice value to increase environmental awareness at Yogyakarta State University, Indonesia. The study employed a mixed-methods approach, integrating qualitative and quantitative methods within a research and development (R&D) design. The data were collected using questionnaires, observations, and document analysis. The population consisted of students who took civic education courses at Yogyakarta State University in 2023. A sample was selected using proportionate stratified random sampling, dividing the university's faculties into groups based on cultural similarities, including the Faculty of Social, Legal and Political Sciences; Faculty of Economics and Business; Faculty of Education and Psychology; and Faculty of Languages, Arts and Culture. The results revealed three main findings. First, civic education at Yogyakarta State University required further development in terms of materials, methods, media, resources, and evaluation. Second, developing a law enforcement learning model based on the justice value of Pancasila to increase environmental awareness involved initial, core, and closing activities. These activities included identifying environmental problems, introducing environmental law materials, selecting problems for class research, gathering and documenting information, developing class portfolios, presenting portfolios, and reflecting on the learning experience. Third, the model demonstrated effectiveness and significantly increased student's environmental awareness at Yogyakarta State University, effectively increasing their understanding of theory and practice.

**Keywords:** learning model, law enforcement, justice value, Pancasila, environmental awareness

---

#### **Article history**

*Received:*

04 June 2024

*Revised:*

29 July 2024

*Accepted:*

23 October 2024

*Published:*

23 January 2025

---

**Citation (APA Style):** Kuncorowati, P. W., Handayani, I. G. A. K. R., & Subekti, R. (2025). A learning model for law enforcement based on the justice values of Pancasila for equitable spatial planning. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 44(1), 125-134. DOI: <https://doi.org/10.21831/cp.v44i1.75957>

---

### **INTRODUCTION**

Environmental issues are often socially interpreted through understanding their impact on society (Karahana & Roehrig, 2015). This understanding leads to environmental awareness, which has a significant impact not only on the environment but also on overall development (Xu et al., 2020). Public participation in environmental decision-making processes has been widely encouraged (Kedzior, 2017), with campaigns for pro-environmental behavior focusing on efforts to reduce resource consumption and optimize environmental benefits (Clary & Wandersee, 2014). Consequently, increased awareness of the importance of ecosystems to human life drives commitment to sustainability (Thompson, 2018).

Waste and water pollution remain a major focus of public concern (Xiong, 2020). This calls for improved representation of societal perspectives, which is essential to expanding the global understanding of pro-environmental issues (Rasool & Ogunbode, 2015). In this regard, education

on green constitution can strengthen citizenship attitudes that care for the environment (Fitriasari, 2017), while the implementation of an Environmental Management System (EMS) in the context of higher education can be an effective means to increase environmental awareness and sustainable development practices (Iyalomhe et al., 2017). Recognizing the importance of environmental education as part of national strategies to achieve sustainability reinforces its significant role in addressing environmental challenges globally (Sagy & Tal, 2015).

Law enforcement education significantly promotes environmental awareness by encouraging participation in activities that support environmental sustainability. Students are trained to understand how the law serves as a tool to address environmental problems, both through enforcing existing regulations and advocating for pro-environmental policy changes. According to White et al. (2014), developing programs to educate people about the environment was important for them to understand environmental sustainability. Environmental learning in law education helps shape attitudes and values of professionalism and compliance with the rule of law. This, in turn, makes students more aware of the environmental impacts of human activities, both locally and globally.

In Indonesia, where Pancasila serves as the foundation of the state, fostering environmental awareness can be approached using Pancasila's values, particularly the value of justice as embodied in the third principle of Pancasila. This core value emphasizes the importance of integrating ethical and moral considerations into environmental conservation efforts. As Yanchar (2016) explains, moral practices reflect human identity as a form of self-interpretation rooted in value-laden practices, which provide moral reference points and standards for cultural engagement. The values of Pancasila, which include belief in One Almighty God, just and civilized humanity, the unity of Indonesia, democracy guided by the wisdom of deliberation and representation, and social justice for all Indonesians, form the foundation for fostering a caring attitude towards the environment. This model teaches compliance with existing environmental laws and encourages actions rooted in justice for managing natural resources and addressing global environmental challenges.

Support for environmentally friendly practices has become tangible evidence of environmental awareness among Indonesians (Syahri, et al., 2022). The law enforcement learning model significantly fosters environmental awareness among students and the wider community. In addressing issues within government services, McMillan et al. (2022) note that distrust in these systems requires bridging the gaps in accessibility and offer several recommendations for improving legal education as a solution. Shirley et al. (2022) add that reducing the damage caused by the industry is essential for achieving environmental justice. By considering the law enforcement learning model, law enforcement education would focus on a conceptual understanding of environmental protection and on integrating equitable legal values, including those reflected in Pancasila and international environmental principles. Through this model, students would understand the importance of compliance with environmental law as a foundation for protecting natural resources and sustaining ecosystems.

Some studies on legal learning models and environmental awareness have explored how legal education strengthens legal awareness (Belladonna, 2021). These include studies on legal education in Mexico (Hurtado & Villegas, 2022), legal education for physical education students (Simonova & Simonov, 2021), biodiversity and ecosystem functions in specific regions (Fernando et al., 2024), and biodiversity conservation amid socio-political conflict (Abigail, 2024). These studies highlight key connections between legal education and environmental awareness, such as the role of law in conservation and biodiversity management. This points to the importance of studying the law enforcement learning model based on the justice value of Pancasila to foster awareness. Such a model can build on the insights from previous studies, highlighting the application of legal education models, the role of law in physical education, and strategies for addressing biodiversity challenges amid socio-political conflicts.

This research aims to develop a legal learning model emphasizing the enforcement of spatial planning laws, an essential approach for regulating efficient and sustainable land use. Taylor and Lay (2022) emphasize that addressing climate change requires individuals to develop the capacity to adapt, recover, and respond effectively. In this regard, spatial planning refers to

the process of planning, organizing, and managing physical spaces to ensure that their use is efficient, fair, and in accordance with the needs of the community and the principles of environmental conservation.

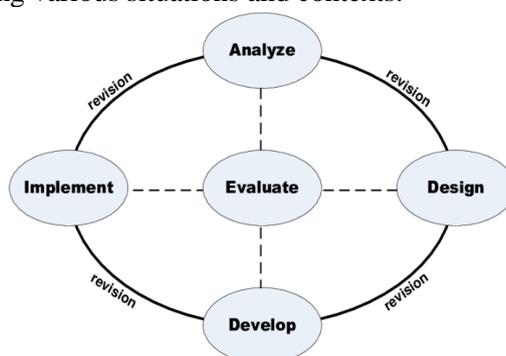
This model involves technical aspects of determining land use zones and emphasizes the importance of compliance with applicable laws and regulations. Zhang and Perkins (2023) state that organizational components, including educational institutions, play a role in community education. Implementing the spatial planning law enforcement model involved various stakeholders, including local governments, related institutions, and the community. Effective cooperation among stakeholders is essential for developing policies that are widely accepted and effective in regulating spatial utilization. Concrete steps, such as preparing the Regional Spatial Plan (Rencana Tata Ruang Wilayah or RTRW), mapping potential areas, and regulating land use, are critical to these efforts to achieve effective spatial planning.

This study was an important step in strengthening sustainability-oriented legal education. The model not only integrated Pancasila principles of justice into environmental law learning but also offered a holistic approach. This included identifying environmental issues, developing an in-depth understanding of relevant legal aspects, and incorporating portfolios and reflective practices to enrich the learning experience. By focusing on developing comprehensive materials, methods, media, resources, and evaluations, the model has proven effective in enhancing environmental understanding and awareness and encouraging active participation in environmental protection and conservation.

This study makes noteworthy contributions to the fields of education and law. This model not only strengthens the understanding of the role of law in environmental protection but also integrates the justice values of Pancasila as a moral foundation for actions that promote environmental sustainability. By focusing on developing relevant and up-to-date learning materials and methods, as well as utilizing diverse media and learning resources, this model not only prepares individuals to become competent legal practitioners in environmental issues but also fosters an active attitude towards addressing global environmental challenges. Its contribution to shaping a generation that cares about the preservation of nature and is committed to the justice principles of Pancasila makes it highly relevant and impactful in achieving holistic environmental sustainability.

## **METHOD**

This study employed a mixed-methods approach using a research and development (R&D) design. It adopted a development model consisting of five stages: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation, as shown in Figure 1. The ADDIE development model provides a framework that addresses the complexities of the learning environment by considering various situations and contexts.



**Figure 1. The ADDIE development model (Branch, 2009)**

The population consisted of students who took civic education courses at Yogyakarta State University during the 2023 academic term. The sample was selected using a proportionate stratified random sampling technique, dividing the university's faculties based on cultural similarities, such as the Faculty of Social Sciences, Law, and Political Science; Faculty of

Economics and Business; Faculty of Education and Psychology; and Faculty of Languages, Arts and Culture. Table 1 presents the sample of this study.

**Table 1. Distribution of research participants by faculty**

No	Faculty	Total
1	Faculty of Social, Legal and Political Sciences	48
2	Faculty of Economics and Business	38
3	Faculty of Education and Psychology	40
4	Faculty of Language, Arts and Culture.	35
	Total	161

Sources: Research data, 2024

The One-Sample Kolmogorov-Smirnov test assessed normality at a significance level of  $\alpha = 0.05$ , using SPSS Statistics 20 for analysis. The normality test aimed to assess whether the data followed a normal distribution. The data was considered normally distributed if the normality test results produced an Asymp. Sig. (2-tailed) greater than the alpha value (0.05). Data collection was carried out using questionnaires, observations, and documentation studies.

The analysis in this study began with assessing the need for a Law Enforcement Learning Model Based on the Justice Value of Pancasila to increase environmental awareness in the Civic Education course at Yogyakarta State University. The evaluation results became the basis for designing a learning model aligned with students' learning needs.

In the design stage, the module's appearance and structure were developed, and a research instrument in the form of a questionnaire was created. The development stage transformed the conceptual design into a product ready for use. Evaluation at the development stage was conducted through validation by material and media experts, with the results used to refine the product before implementation. At the implementation stage, the product was tested to assess the feasibility of the developed module.

The data collection instrument was a questionnaire with a checklist statement format and a Likert scale. It consisted of three types of questionnaires: (1) material expert validation, (2) media expert validation, and (3) user testing. These three types of questionnaires were developed based on expert evaluation criteria, covering aspects of learning design, module quality, and visual communication. The collected data consisted of quantitative values, specifically percentage scores from material experts, media experts, and students as test subjects. Qualitative data, including comments, criticisms, and suggestions, were provided by validators for the developed products. Data analysis processed the results of the evaluations and trials, while suggestions from validators and students served as a basis for revising the developed modules. The validity criteria were based on Akbar's (2016) guidelines, as presented in Table 2.

**Table 2. Validity criteria**

No	Criteria	Description
1	85.01 % - 100 %	It is very valid or can be used without revision.
2	70.01 % - 85.00 %	Moderately valid, or can be used but needs minor revisions.
3	50.01 % - 70.00 %	Less valid, recommended not to be used because it needs major revisions
4	1.00 % - 50.00 %	Invalid, or should not be used.

Source: Akbar (2016)

## FINDINGS AND DISCUSSION

### Findings

Data normality testing in this study is presented in Table 3. Based on Table 3, the results show that the Asymp. Sig. value for this study is 0.580. Thus, it can be concluded that the data in this research sample follows a normal distribution, meeting the assumptions for hypothesis testing.

**Table 3. Results of normality testing (One-sample Kolmogorov-Smirnov test)**

	Unstandardized Residual
Normal Parameters a, b Mean	0,0000000
Std. Deviation	3521217645,
Most Extreme Absolute Differences	053,
Positive	054,
Negative Kolmogorov-Smirnov Z	033,
Asym p. Sig. (2-tailed)	782,
	580,

Source: Research data, 2024

The results of module validation by material experts, summarized for each indicator, are presented in Table 4. The average percentage from the module validation analysis is 86.21%, which is classified as highly valid.

**Table 4. Results of material expert validation**

Indicators	%	Description
Relevance of contents to learning objectives	100	Very Valid
Accuracy of information	91.80	Very Valid
Depth of material	90,01	Very Valid
Ease of comprehension	80.35	Fairly Valid
Logical flow and organization	85.30	Fairly Valid
Completeness	75	Very Valid
Consistency	92.21	Very Valid
Attractiveness	90.05	Very Valid
Communicativeness	86.21	Fairly Valid
Averages	87.42	

Source: Research data, 2024

The results of the assessment by media experts for each module indicator are presented in Table 5. The data show that all indicators were rated highly valid, with an average percentage of 87.42%.

**Table 5. Results of media expert validation**

Indicator	%	Description
Relevance of media to learning objectives	95	Very Valid
Completeness	92.34	Very Valid
Ease of understanding	100	Very Valid
Systematics	75	Fairly Valid
Design	80	Fairly Valid
Completeness	85	Very Valid
Consistency	90,22	Very Valid
Attractiveness	85.87	Very Valid
Communicative	85	Fairly Valid
Averages	87.42	

Source: Research data, 2024

The revised law enforcement learning model based on the justice value of Pancasila, incorporating input from material and media experts, was then tested on students. The pilot test was conducted on a small group of students from the Faculty of Social, Legal, and Political Sciences, Class of 2022, who took the Civic Education course. The sample was randomly selected. The results of the small-group trial are presented in Table 6.

The analysis results from the small-group trial show that the percentage reached 88.68%, which is classified as highly valid. Thus, this learning model was considered feasible and ready for large-group testing.

**Table 6. Results of small-group testing**

Indicator	%	Description
Relevance of media to learning objectives	85	Very Valid
Completeness	78.89	Very Valid
Ease of understanding	95	Very Valid
Systematics	100	Very Valid
Design	87,76	Fairly Valid
Completeness	86	Very Valid
Consistency	90.55	Very Valid
Attractiveness	100	Very Valid
Communicative	80	Fairly Valid
Averages	88.68	

Source: Research data, 2024

The large-group trial was conducted on 161 students from the Bachelor’s programs of the Faculty of Social Sciences, Law, and Political Science; Faculty of Economics and Business; Faculty of Education and Psychology; and Faculty of Languages, Arts, and Culture, all of whom were enrolled in Civic Education courses. The results of this large-group trial are presented in Table 7.

**Table 7. Results of large-group testing**

Indicator	%	Description
Relevance of media to learning objectives	98	Very Valid
Completeness	95	Very Valid
Ease of understanding	100	Very Valid
Systematics	100	Very Valid
Design	87.76	Fairly Valid
Completeness	98	Very Valid
Consistency	95	Very Valid
Attractiveness	89	Very Valid
Communicative	98	Fairly Valid
Averages	95.076	

Source: Research data, 2024

## Discussion

This research and development study revealed that civics education at Yogyakarta State University required significant improvement in various aspects, including materials, teaching methods, media use, information sources, and evaluations. In line with these findings, Suyato and Hidayah (2024) argue that civics education still requires improvements in various aspects to ensure that the curriculum and teaching strategies align with higher standards. This finding highlights the importance of continuous development of curriculum and teaching strategies to make them more effective and relevant to modern educational demands and the needs of students. By improving all these aspects, universities would be expected to become more effective in educating students to understand and fulfil their obligations as responsible and active citizens in society.

The development of a law enforcement learning model based on Pancasila justice values was conducted to raise environmental awareness through a structured and holistic set of activities. The model included an initial stage for identifying environmental issues, introducing environmental law materials, and selecting relevant classroom research topics. Zhang and Perkins (2023) describe that the ecological community education model involves a multilevel process of liberation or empowerment at the individual, organizational, and societal levels. This model involved collecting information and related documentation, developing a class portfolio that reflected an understanding of environmental law and presenting portfolio results to the group. Finally, the reflection stage allows students to evaluate and respond to their learning experience holistically. The model was designed to encourage a deep understanding of the environmental

law and justice values of Pancasila while fostering sustainable environmental awareness among university students.

This model was found to be effective and had a significant impact on increasing students' environmental awareness at Yogyakarta State University. As shown in Table 3, the Asymp. Sig. value was 0.580, exceeding the alpha threshold of 0.05. This indicates insufficient evidence to reject the null hypothesis and that the data distribution was approximately normal. This supported the validity and reliability of the data used in the hypothesis testing, ensuring the reliability of the interpretation of the research result.

Sampson and Horsford (2017) argue that the relationship between schools and communities forms an important partnership and collaboration in improving the quality of education and creating a supportive learning environment for students. The results of module validation by material experts, as presented in Table 4, indicate that the module has met the validation criteria. The results show that the average percentage reached 86.21%, which falls into the category of high validity based on material experts' assessment of each evaluated indicator. This suggests that the module has met the standards set in the validation process and is ready for broader use in educational or teaching contexts, ensuring confidence in its quality and consistency.

Table 5 presents the assessment results by media experts on the module indicators, showing that the module received a highly positive evaluation. The assessment results show that all indicators in the module are highly valid, with an average percentage of 87.42%. This figure indicates a high level of feasibility and consistency based on the media experts' evaluation of content, presentation, and relevance in the module. Rönström and Roth (2024) note that the national education systems face challenges in many countries. The positive assessment confirms that the developed model has successfully met the required standards, making it a suitable and effective learning resource for educational settings and a means of addressing the challenges of environmental education in society.

The model has undergone revisions based on feedback from material and media experts and was then tested on a small group of students from the Faculty of Social Sciences, Law, and Political Science, class of 2022, who took the Civic Education course. The trial was conducted using a randomly selected sample. Table 6 presents the results of this small-group trial, showing the response and effectiveness of the learning model in teaching the justice value of Pancasila to students. The pilot test was an important first step in measuring the acceptance and effectiveness of the model before being conducted on a larger group, with the intention that it could positively contribute to building awareness and understanding of legal and justice values among students.

The attainment policies of higher education vary in type, scale, and focus across countries (White, 2019). In Indonesia, however, education decentralization has not fully empowered communities to become more involved in school management (Parker & Raihani, 2011). This decentralized structure emphasizes the need for adaptable learning models that can be widely implemented. The results from the small-group trial show that the learning model achieved a validity score of 88.68%, indicating a high level of validity and feasibility for a large-group trial. The large-group trial involved 161 students from various faculties, including the Faculty of Social Science, Law, and Political Science; the Faculty of Economics and Business; the Faculty of Education and Psychology; and the Faculty of Languages, Arts, and Culture, all of whom were taking Civic Education courses. The results of the large-group trial presented in Table 7 provide a clearer picture of the acceptability and effectiveness of this learning model in the context of higher education.

The law enforcement learning model was implemented to increase environmental awareness using various methods, including case studies and simulations, which gave students direct experience of the role of law in addressing environmental problems. Condie et al. (2023) highlight the importance of identifying resource awareness as an effective practice strategy in public health. Meanwhile, Ngo and Melguizo (2024) emphasize the importance of higher education policies in dealing with complex social problems. In this study, these strategies were integrated into activities that enabled students to identify their role as change agents in promoting environmentally friendly practices in the community. Thus, this model enhances knowledge and

develops the analytical and problem-solving skills necessary to address global environmental challenges.

Additionally, this learning model encourages cross-disciplinary collaboration among students, for example, among students of law, environmental science, and other fields. This is important because environmental challenges are not only technical or legal in nature, but also involve complex social, economic and cultural aspects. Christanti et al. (2024) state that creating a model for educational tools can support cadres to educate the community within the Indonesian context, as they play an important role in community education. Hidayah et al. (2020) add that community empowerment in the digital era requires integrating community perspectives and needs with problem-solving strategies. This legal learning model offers more holistic and sustainable solutions to environmental problems. Evaluating the effectiveness of this model in raising environmental awareness is key to continuous refinement and improvement. Through experiential learning and feedback from students and other stakeholders, this model can continuously be refined to remain relevant and adaptive to changes in environmental dynamics and societal demands for sustainability. Thus, the law enforcement model for environmental awareness served not only as a tool for academic knowledge but also as an instrument for social transformation towards a more environmentally aware and responsible society.

The learning model requires the active involvement of various stakeholders, including the government, communities, and the private sector, to ensure that decisions related to spatial planning are made through consensus and equitable consideration. Hakiki et al. (2024) state that learning materials should facilitate a more interactive and engaging learning environment. This learning model aims to prevent conflicts of interest that may hinder efforts to balance between economic development and environmental preservation. In addition, this learning model emphasizes education and public awareness of the importance of sustainable spatial planning. By providing a deeper understanding of the justice values of Pancasila in the context of spatial planning, it is hoped that the community will become more responsive and proactive in supporting sustainable and equitable policies.

## **CONCLUSION**

The law enforcement learning model based on the justice values of Pancasila for fostering environmental awareness has established the need for comprehensive development, particularly in terms of materials, methods, media, resources, and evaluation. The development of the model involved several stages, including identifying environmental problems, introducing environmental law materials, selecting research topics, collecting and documenting information, developing class portfolios, presenting portfolios, and reflecting on learning experiences. The learning model proved to be effective and had a significant impact on raising environmental awareness. Recommendations for improving this model include integrating the justice values of Pancasila into the environmental law curriculum, incorporating technology to optimize interactive learning, utilizing authentic and diverse learning resources, and implementing comprehensive evaluations to assess understanding and behavioral changes towards the environment. Accordingly, this model not only supports the understanding of environmental law but also promotes proactive engagement in preserving the environment.

## **REFERENCES**

- Abigail, B. H. H. (2024). Caught in the crossfire: Biodiversity conservation paradox of sociopolitical conflict. *Biodiversity*, 3(1). DOI:10.1038/s44185-024-00044-8
- Akbar, S. (2016). *Instrumen perangkat pembelajaran*. Remaja Rosdakarya
- Belladonna, A. P. (2021). Model pendidikan hukum dalam penguatan kesadaran hukum (Studi kasus pembelajaran Pendidikan Pancasila dan Kewarganegaraan di SMA Pasundan kota Bandung). *Dissertation*. Universitas Pendidikan Indonesia
- Branch, R. M. (2009). *Instructional design: The ADDIE approach*. Springer
- Christanti, J. V. (2024). Community-based approach to promote rational use of antibiotics in Indonesia: The development and assessment of an education program for cadres.

- Community Health Equity Research & Policy*, 44(3), 281-293. DOI:10.1177/2752535X231184029
- Clary, R., & Wandersee, J. (2014). How low can you go? Interdisciplinary student-impact investigations for environmental awareness and sustainability. *Science Scope*, 37(7), 19–26. <http://www.jstor.org/stable/43827096>
- Condie, A. W. (2023). Opioid use disorder community education events: Rural public health implications. *Health Education & Behavior*, 50(6), 728-737. doi:10.1177/10901981221135506
- Fernando, T. M. (2024). Research needs on the biodiversity–ecosystem functioning relationship in drylands. *Biodiversity*, 3(1). DOI:10.1038/s44185-024-00046-6
- Fitriasari, S. (2017). Pengembangan pembelajaran pendidikan kewarganegaraan berbasis “green constitution” untuk menumbuhkan keadaban kewarganegaraan terhadap lingkungan. *Dissertation*. Universitas Pendidikan Indonesia
- Hakiki, M., Fadli, R., Sabir, A., Prihatmojo, A., Hidayah, Y., & Irwandi, I. (2024). The Impact of Blockchain technology effectiveness in Indonesia’s learning system. *International Journal of Online and Biomedical Engineering*, 20(7), 4–17. <https://doi.org/10.3991/ijoe.v20i07.47675>
- Hidayah, Y. (2020). Pengembangan model belajar keterlibatan (MBK) untuk memperkuat partisipasi politik dan civic engagement warga negara muda di era digital. *Dissertation*. Universitas Pendidikan Indonesia
- Hurtado, L. F. P., & Villegas, H. R. (2022). Overview of Mexican legal education. *Revista Pedagogia Universitaria y Didactica del Derecho*, 9(2), 1–24. <https://doi.org/10.5354/0719-5885.2022.69235>
- Iyalomhe, F. O., Cirella, G. T., Russo, A., Jensen, A., & Idogho, P. (2017). Environmental management system for Nigeria’s higher education: Two-year pilot analysis. *Consilience*, 18, 84–110. <http://www.jstor.org/stable/26188796>
- Karahan, E., & Roehrig, G. (2015). Constructing media artifacts in a social constructivist environment to enhance students’ environmental awareness and activism. *Journal of Science Education and Technology*, 24(1), 103–118. <http://www.jstor.org/stable/43867454>
- Kedzior, S. B. (2017). “Preemptive participation” and environmental awareness across Indian water quality policy. *The Journal of Environment & Development*, 26(3), 272–296. <https://www.jstor.org/stable/26197994>
- McMillan, S., Lawson, H., & McFarlane, K. (2022). Addressing legal needs of young people in out-of-home Care: Practitioners call for radical change. *Alternative Law Journal*, 47(3), 228-233. <https://doi.org/10.1177/1037969X221088071>
- Ngo, F., & Melguizo, T. (2024). Use and effectiveness of academic supports after developmental education reform in California’s community colleges. *Educational Evaluation and Policy Analysis*. <https://doi.org/10.3102/01623737241242108>
- Parker, L., & Raihani, R. (2011). Democratizing Indonesia through education? Community participation in Islamic schooling. *Educational Management Administration & Leadership*, 39(6), 712-732. <https://doi.org/10.1177/1741143211416389>
- Rasool, F., & Ogunbode, C. A. (2015). Socio-demographic differences in environmental concern and willingness to pay for addressing global climate change in Pakistan. *Asian Journal of Social Science*, 43(3), 273–298. <http://www.jstor.org/stable/43495869>
- Rönström, N., & Roth, K. (2024). Welcoming refugee children with a moral, rather than merely legal, right to education: Ideas for a cosmopolitan design of education. *Policy Futures in Education*, 22(5), 724-740. <https://doi.org/10.1177/14782103231185621>
- Sagy, G., & Tal, A. (2015). Greening the curriculum: Current trends in environmental education in Israel’s public schools. *Israel Studies*, 20(1), 57–85. <https://doi.org/10.2979/israelstudies.20.1.57>
- Sampson, C., & Horsford, S. D. (2017). Putting the public back in public education: Community advocacy and education leadership under the every student succeeds act. *Journal of School Leadership*, 27(5), 725-754. <https://doi.org/10.1177/105268461702700506>

- Shirley, L. M., Aprile, M., Byrne, H., Jessup, B., & Liu, S. (2022). Unwrapping Victoria's general environmental duty to plastics communities: Synthetic statutes. *Alternative Law Journal*, 47(3), 204-210. <https://doi.org/10.1177/1037969X221111596>
- Simonova, A. K., & Simonov, G. S. (2021). Legal education of physical education university students: Areas of modernization. *Teoriya i Praktika Fizicheskoy Kultury*, 11, 14-15. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85121146191&partnerID=40&md5=db99348c4e88cd054f27f11f991022f2>
- Suyato, S., & Hidayah, Y. (2024). Increasing social care through civic education in higher education. *Cakrawala Pendidikan: Jurnal Ilmiah Pendidikan*, 43(1), 44-61. <https://doi.org/10.21831/cp.v43i1.67136>
- Syahri, M., Wibowo, A. P., Pratiwi, A. D., & Tinus, A. (2022). Ecological education: Concrete efforts in applying the concept of ecological citizenship in Malang. *Jurnal Civics: Media Kajian Kewarganegaraan*, 19(2), 278-287. <https://doi.org/10.21831/jc.v19i2.52857>
- Taylor, M., & Lay, B. (2022). Community lawyering and climate justice: A new frontier. *Alternative Law Journal*, 47(3), 199-203. <https://doi.org/10.1177/1037969X221110906>
- Thompson, P. J. (2018). SDG 4: Quality education building environmental awareness through informal outreach opportunities. *BGjournal*, 15(1), 22-25. <https://www.jstor.org/stable/26596998>
- White, B. M., Hall, E. S., & Johnson, C. (2014). Environmental health literacy in support of social action: An environmental justice perspective. *Journal of Environmental Health*, 77(1), 24-29. <http://www.jstor.org/stable/26330074>
- White, C. C. (2019). Higher education governance and the attainment agenda: Arrangements with benefits for community colleges? *Community College Review*, 47(3), 219-241. <https://doi.org/10.1177/0091552119852158>
- Xiong, W. (2020). The way to improve the consciousness for water resources protection of Chinese college students. *Journal of Coastal Research*, 48-53. <https://www.jstor.org/stable/48640880>
- Xu, W., Wang, A., & Zhang, Y. (2020). The impact of marine environmental awareness on economic development in coastal areas. *Journal of Coastal Research*, 450-453. <https://www.jstor.org/stable/48639637>
- Yanchar, S. C. (2016). Identity, interpretation, and the moral ecology of learning. *Theory & Psychology*, 26(4), 496-515. <https://doi.org/10.1177/0959354316651940>
- Zhang, Y., & Perkins, D. D. (2023). Toward an empowerment model of community education in China. *Adult Education Quarterly*, 73(1), 21-39. <https://doi.org/10.1177/07417136211062252>