

INTEGRATING CLIMATE EDUCATION FOR SOCIAL WELFARE ENHANCEMENT IN INDONESIA

Leonta Anggun NUGROHO¹, Muhammad RAAFI²

¹Faculty of Economics and Social Sciences, Bakrie University, Indonesia

²Faculty of Social and Political Sciences, Gadjah Mada University, Indonesia

Abstract

Indonesia still faces two significant challenges: a climate education system and relatively low social welfare rates. To address these pressing concerns, this study examines the feasibility of utilizing climate education to enhance social welfare. The study proposes a comprehensive framework for climate education in Indonesia using quantitative and qualitative research methods designed to adapt to various contexts, including formal educational settings such as schools and universities, while still accessible to underprivileged communities. The findings highlight the significance of integrating climate and environmental education into the educational system to prepare future generations to address ecological challenges. The paper also discusses the impact of the climate crisis on social welfare conditions in Indonesia, particularly for vulnerable communities. It proposes strategies for implementing climate education to enhance social welfare. It emphasizes the need for interactive and action-oriented approaches to climate education, as well as the role of universities in promoting practical solutions and student leadership. The framework presented in the paper aims to equip future professionals with the necessary tools and knowledge to drive innovation in sustainable technologies, shape responsible policy decisions, and foster community resilience.

Keywords: Climate Change, Climate Education, Education, Social Welfare

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Corresponding Author*

(leonytaanx@gmail.com)



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INTRODUCTION

In the face of mounting scientific evidence and escalating global concerns, it is crucial to recognize the distinction between climate change and climate crisis. Climate change, a term often used interchangeably with climate crisis, refers to the long-term shifts in temperature and weather patterns observed over decades. While climate change is an ongoing phenomenon with far-reaching implications, the term "climate crisis" emphasizes the urgency and severity of the situation. It underscores climate change's unprecedented scale and rapidity, highlighting the growing risks and potential for irreversible damage.

The report on the current state of the global climate, which the WMO has released, highlights the urgency of the climate crisis and the growing risks and potential for irreversible damage. This damage extends beyond the physical environment, reaching into the social, economic, and cultural spheres, particularly for marginalized communities that are often least equipped to adapt and cope with the climate crisis impacts, including Indonesia, with diverse landscapes and vulnerable populations. In Indonesia, the cascading effects of the climate crisis are felt across the archipelago, from rising sea levels threatening coastal communities to extreme weather events disrupting agricultural livelihoods. These impacts are disproportionately affecting marginalized groups, such as indigenous communities and small-scale farmers, who rely on natural resources for their livelihoods, have limited access to infrastructure, and face difficulties in adapting to changing conditions. (Khan et al., 2019).

While the long-term trajectory of the climate crisis is clear, understanding the specific weather patterns and climate trends for the near future, such as in 2024, is essential for building resilience, ensuring sustainable resource management, and decision-making, especially in Indonesia. The WMO has stated a 66% chance of exceeding the 1.5 degree Celsius warming threshold for at least one year between 2024 and 2027. A Climate Scientist, Zeke Hausfather, asserted that 2024 is a strong possibility for breaching the 1.5 degree Celsius threshold, further emphasizing the heightened risk of crossing this critical line soon. As we look ahead to 2024, we face a critical juncture in the fight against the climate

crisis. 2024 could be the year that we cross the 1.5 degree Celsius warming threshold, a critical point beyond which leads to even more significant impacts.

In Indonesia's diverse landscapes and vulnerable populations, integrating climate education into social welfare strategies is essential to focus on mitigating the unequal effects of the climate emergency, particularly on marginalized communities, and fostering resilience in the face of escalating climate risks. However, the climate crisis in Indonesia is a minor focus of science education. It is only taught as a supplement to science subjects, such as biology or geography (Arwan et al., 2022). This limited coverage means that students need to receive a comprehensive understanding of the climate crisis and its implications that they need. As a result, they may need more skills and knowledge to take action to address the crisis.

In light of the information presented, the research questions are as follows: (1) How can climate education be integrated into social welfare strategies to tackle the impacts of the climate crisis? (2) What tailored strategies can be implemented to enhance the accessibility, relevance, and effectiveness of climate education for diverse populations in Indonesia, considering the country's varied cultural and socioeconomic contexts?

The introduction must explain the rationality of the research carried out to justify why research is essential for the scope related to governance, taxation, and auditing in the field of community service (Reference et al., 2011). The introductory part of a study must be able to state the gaps that form the basis of the research (issue). The introductory section should cover the topic of the research conducted, the formulation and relevance of the research conducted with previous research, research problems, and research questions. No literature review is allowed in the scientific article format, as in the research report. However, it is realized in the form of a state-of-the-art literature review to show the scientific novelty of the article and question research. The article is written in A4 (21 cm x 29.7cm) pages with 2 cm margins and four paragraphs (Font: Cambria, 11, Before, After, 2pt, Line Spacing, Single).

LITERATURE REVIEW

Climate education. It is critical in addressing the challenges of the climate crisis and promoting sustainable practices. This literature review aims to synthesize and integrate research findings on climate education to provide insights into its effectiveness, challenges, and potential future directions.

One study conducted in a middle school classroom implemented climate change education through an integrated social studies and language arts framework. The findings indicated that this method resulted in high levels of climate literacy, improved reading comprehension, and overall engagement with the topic (Huntington et al., 2019). This finding highlights the importance of integrating climate education into existing curricula to enhance students' understanding and engagement with climate change.

Primary and secondary teachers in England support a cross-curricular approach to climate change education, including global social justice issues. They advocate for an action-based curriculum starting in primary school and prioritize basic literacy as a funding priority (Lemery et al., 2020). This finding suggests the need for a comprehensive and interdisciplinary approach to climate education that addresses social justice issues and starts early in students' education.

While presenting climate change information in an entertaining video may not directly increase cognitive engagement, it can indirectly enhance engagement by increasing perceived entertainment value. In Indonesia, a study by Zukmadini and Rochman (2023) examined climate change mitigation and adaptation education by integrating it through documentary films for junior high school students. This activity concluded that education using documentary films can increase students' knowledge about mitigation and adaptation to climate change. This finding highlights the importance of incorporating engaging and entertaining elements into climate education materials to capture students' attention and promote active learning.

However, there are several challenges in implementing effective climate change education. In the Dallas-Fort Worth area of Texas, scientific educators and the general public demonstrate awareness of local risks and basic climate science but also hold misconceptions and skepticism about climate change. Teachers face barriers such as lack of training, time, and resources and the absence of climate change in the state curriculum (Littrell et al., 2020). This finding emphasizes the need for comprehensive teacher training programs, increased resources, and curriculum integration to overcome these barriers and improve climate education.

Climate change has been recognized as one of the significant challenges to global health in the 21st century, and the issue mentioned affects all human populations. Vulnerable populations, particularly those facing poverty and weak public health systems, are more susceptible to health challenges resulting from climate change (Siegnier & Stapert, 2020). This research finding emphasizes the need to incorporate climate change education into the humanities curriculum to raise awareness regarding the health consequences of climate change and promote resilience among vulnerable populations.

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Lastly, least-developed countries (LDCs) face significant challenges due to low incomes, low education levels, inadequate infrastructure, and vulnerability to climate change. Causal loop diagrams can help identify critical feedback and leverage points for potential interventions to enhance resilience in these countries (Jamil et al., 2021). This finding suggests the need for tailored climate education programs that address the specific challenges faced by LDCs and promote sustainable practices.

Cultural values influence science educators' support for climate change education, including their intentions to support it and curricula content preferences (Howard-Jones et al., 2021). This finding suggests the importance of considering cultural perspectives and values when designing climate education programs to ensure their relevance and effectiveness. In line with this, teachers' beliefs about climate change instruction can significantly influence their practice. However, controversy and resistance from stakeholders can inhibit teachers from fully incorporating their beliefs into their

instruction (Foss & Ko, 2019). This finding highlights the need for supportive environments and policies encouraging teachers to integrate climate change education into their teaching practices.

In conclusion, the research findings on climate education highlight the importance of integrating climate change education into existing curricula, incorporating local context and personal narratives, adopting a cross-curricular and action-based approach, and addressing cultural values and beliefs. Additionally, there is a need for comprehensive teacher training programs, increased resources, supportive environments, and tailored interventions for vulnerable populations and least-developed countries. It is recommended that future studies prioritize the assessment of prolonged effects resulting from climate education interventions, develop effective strategies to overcome barriers, and explore innovative approaches to engage students and promote sustainable behaviors.

Social Welfare countries. (The climate crisis has significant implications for social welfare. It increasingly affects people's living conditions and is a growing source of social risks. Research has focused on the climate crisis's social and welfare implications and social policy's potential roles in addressing the global climate crisis and transitioning to a low-emissions society (Bjørn et al. Schøyen, 2022). Furthermore, a study initiated by Bagolle et al. (2023) focuses on the issue of protecting vulnerable households from new climate threats in Latin America and the Caribbean. It proposes alternatives to close the existing gaps and adapt social protection systems to the new challenges. It emphasizes the need to strengthen and adapt operating mechanisms, including social information systems, targeting mechanisms, and payment-transfer mechanisms.

Social protection is crucial in mitigating the effects of the climate crisis on employment and livelihoods. Between 2000 and 2015, climate-related dangers resulted in a yearly reduction of 23 million years of productive work, mainly impacting vulnerable populations. Social protection tools such as unemployment protection, social health protection, pensions, cash payments, and public employment programs ensure financial stability, healthcare access, and the potential for work and income generation. One study conducted by (Costella et al., 2021) showed that social protection systems cannot only diminish poverty and inequality but also foster resilience, inclusive growth, and environmental sustainability. Strong social safety nets are efficient mechanisms for mitigating life-cycle and climate-induced risks and uncertainties and are crucial for protecting marginalized people. These research findings highlight the urgency of incorporating social protection into policies that address environmental consequences and transition issues, which is crucial for attaining cumulative and transformational outcomes necessary in climate policy. Efficient policy packages encompass inclusive social discussion, connecting labor market policies with social protection, and formulating National Just Transition Strategies.

In Indonesia, the government is now finalizing the Adaptive Social Protection (ASP) Roadmap to bring together the three focus areas: safeguarding against social risks, adapting to the effects of the climate crisis, and reducing the impact of disasters. The International Labor Organization (ILO), through the Adaptive Social Protection Forum (2023), investigates the use of social insurance systems in Indonesia to mitigate the effects of climate risk and reduce the impact of associated shocks. Explains that social insurance schemes have the potential to deal with climate risk and reduce the effects of related shocks in Indonesia. The paper also emphasizes the potential for expanding the current social insurance systems to enhance protection for impacted workers. This may be achieved by temporary modifications in benefits, qualifying requirements, and operating capacity. Social protection may function as a strategic instrument for managing climate risks and addressing the present demands for climate action and enhanced resilience. Last year, almost 2 million individuals were impacted by natural catastrophes, resulting in an average economic loss of 22.8 billion rupiah. Thus, by employing ASP, we can prevent any tragedy from leading to prolonged impoverishment. The ILO study suggests that allocating social insurance money towards investment can significantly facilitate a gradual adjustment and smooth transition toward an ecologically sustainable economy and society. The study can

contribute to the ASP Roadmap and the Indonesian National Long-Term Development Plan (RPJPN) 2025-45.

METHODS

This study explores the relationship between climate education and social welfare in Indonesia. A mixed-methods approach will be employed to achieve this goal, utilizing qualitative and quantitative techniques. The qualitative component of the study involves a comprehensive literature review that will help to understand the current state of climate education, social welfare, and their potential interconnections within the Indonesian context. The quantitative component involves a survey methodology that will gather primary data from a diverse sample of Indonesian citizens. This survey will measure participants' knowledge of the climate crisis, perceptions of its impacts, engagement in climate-related actions, socioeconomic status, access to education, and participation in climate action programs.

The objective of this research is to attain a comprehensive comprehension of the topic at hand by integrating qualitative and quantitative methods. The literature review will provide a contextual framework. At the same time, the survey will generate empirical data to support or challenge existing assumptions and provide new insights into this critical area of research. This study will contribute to a better understanding the relationship between climate education and social welfare in Indonesia, which can inform policy and practice in this critical area.

Research Methods: Explain explicitly how the research is carried out. The research must include the method used, the sample, the place of research, and the analytical tools used. (Maximum 1 paragraph). (Font: Cambria, 11, Before, After, 2pt, Line Spacing, Single).

RESULT AND DISCUSSION

A. Distinguish Climate and Environmental Education

Climate education and environmental education are two distinct but interconnected fields crucial in addressing the pressing challenges of the climate crisis and sustainability. Climate education educates individuals, communities, and institutions about climate crises' causes, impacts, and solutions (Mavuso et al., 2022). On the other hand, environmental education encompasses a broader range of topics related to the environment, including conservation, biodiversity, pollution, and sustainable practices. Climate crisis education (CCE) began in Japan with the introduction of global warming and climate crisis as subjects in education following the publication of "Kankyô Kyôiku Shidô Shiryô" (Educational Resources for Environmental Education) by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in 1991, and the implementation of the Act on the Promotion of Global Warming Countermeasures (referred to as the "Global Warming Act") in 1998. Essentially, CCE incorporates a sense of immediacy as a strategy for mitigating climate crisis, aiming to increase public consciousness that future actions will decide the success of stabilizing the climate (specifically, meeting the 1.5 °C objective outlined in the Paris Agreement).

Climate and environmental education are essential for enhancing social welfare in several ways. Firstly, climate and environmental education promote awareness and understanding of the interconnectedness between human actions and the environment. They empower individuals to make informed decisions and take actions that contribute to mitigating the adverse effects of the climate crisis. By fostering critical thinking skills, climate education helps individuals understand climate change's complex causes and impacts, enabling them to challenge misinformation and advocate for sustainability policies. Similarly, environmental education encourages participation and action by inspiring

individuals and communities to reduce their carbon footprint, support community-based solutions to the climate crisis, and advocate for sustainable practices (Hursh et al., 2015).

Moreover, these educational initiatives are integral in fostering a culture of sustainability and nurturing a generation capable of addressing local and global environmental challenges. By integrating climate crisis across subject areas and providing hands-on projects, educational institutions can produce informed students who understand the impact of their actions on the ecosystem. This creates a ripple effect as informed students grow into environmentally conscious adults who contribute to a sustainable society.

To effectively tackle the climate crisis and enhance social welfare, it is crucial to incorporate climate and environmental education into the educational system. Educational institutions must innovate ways to incorporate these topics across disciplines and provide students practical opportunities to engage in sustainability-focused projects. This approach equips students with the necessary knowledge and skills and instills a mindset of environmental responsibility and active participation in addressing the climate crisis. By integrating climate and environmental education, we can comprehensively understand the interconnectedness between human activities and the environment. This integrated approach will empower individuals to make informed decisions and take collective action toward a more sustainable future.

Table 1. Distinguishing Climate and Environmental Education

Feature	Climate Education	Environmental Education
Primary Focus	The science, impacts, and solutions related to the climate crisis emphasize human influence on the Earth's climate system.	The interconnectedness of ecosystems, ecological processes, and human interaction with the environment.
Key Issues	Global warming, greenhouse gasses, sea level rise, extreme weather events, climate justice, and mitigation/adaptation strategies.	Biodiversity loss, pollution, resource depletion, deforestation, habitat destruction, and conservation efforts.
Disciplinary Connections	Overlap with science, geography, economics, policy, and social justice.	Encompasses a broader range of disciplines, including science, biology, ecology, geography, sociology, and ethics.
Action Orientation	Emphasizes personal and collective action to address the climate crisis through advocacy, sustainable living practices, and policy interventions.	Promotes responsible environmental stewardship through lifestyle changes, community engagement, and conservation initiatives.
Overall Approach	Systems-oriented, focusing on the complex relationships between human activities, climate systems, and global impacts.	Holistic and interdisciplinary, emphasizing the web of life and the delicate balance within ecosystems.

Source: Author's Analysis (2024)

To create effective climate education, it is essential to have a solid understanding of environmental knowledge. This includes recognizing how human activities such as deforestation and unsustainable resource use contribute to greenhouse gas emissions and planetary warming. Educational institutions can implement innovative approaches by weaving together environmental knowledge and climate education. One such approach could involve students participating in service

learning projects alongside communities most vulnerable to climate impacts. This would allow students to gain firsthand experience while contributing to meaningful environmental action.

B. Social Welfare Conditions in Indonesia

As per the definition enshrined in Law No. 11 of 2009 on Social Welfare, Article 1, Paragraph 1, social welfare in Indonesia means fulfilling its citizens' primary material, spiritual, and social needs, allowing them to lead a dignified life and actively contribute to society. The fundamental material needs include access to food, clothing, shelter, healthcare, and education, which form the foundation of individual aspirations. On the other hand, spiritual needs relate to the beliefs, values, and religious practices that provide individuals with a sense of purpose, identity, and connection to a higher power. Social needs focus on human interaction, participation, and belonging, including social engagement, community involvement, and a sense of security and protection. When social needs are satisfied, individuals feel connected to their communities, valued as members of society, and empowered to contribute to the collective well-being. Social welfare is intricately woven into a society's well-being and encompasses various dimensions that shape its overall health, welfare standards, quality of life, and social security. It encompasses policy, economics, and legislation and provides a nuanced understanding of a society's overall health and trajectory.

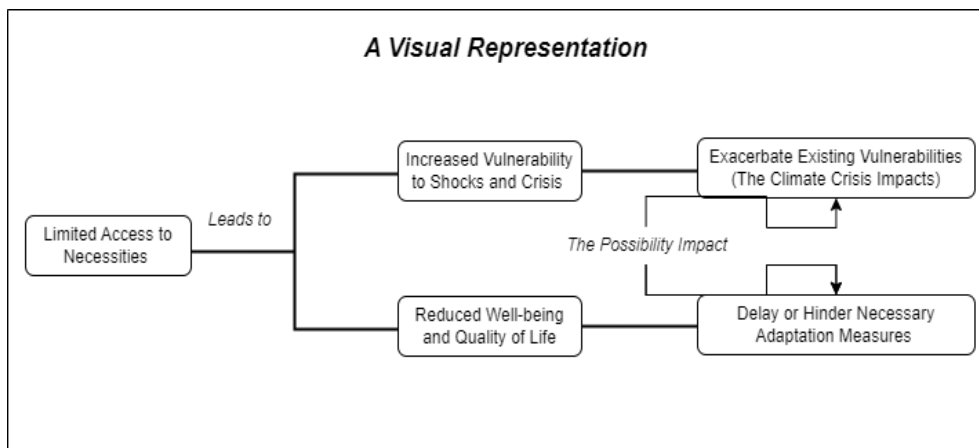
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Indonesia is a developing country with a population of over 270 million, facing significant challenges in income and wealth distribution and access to necessities. Although the poverty rate has decreased slightly to 9.36% in 2023, based on the data from Statistics Indonesia (BPS), it is still above the pre-pandemic level of 9.22%. This reduction must reflect the uneven distribution of economic benefits, leaving vulnerable communities susceptible to the impacts of the climate crisis. Inadequate resources, infrastructure, and technology hinder the progress of poor communities, trapping them in a cycle of poverty and vulnerability.

The climate crisis disproportionately affects poor households, who lack the financial resources, infrastructure, and access to technology needed to adapt. This makes it harder for them to adopt drought-resistant crops, build resilient housing, or move to safer areas in the face of rising sea levels. For example, farmers in poverty-stricken regions may require more financial means to invest in irrigation systems or drought-tolerant seeds, leaving them vulnerable to crop failures and food insecurity. Similarly, communities living in coastal areas may need help to afford the costs of seawall construction or relocation to higher ground, increasing their exposure to flooding and storm surges.

This study surveyed 252 respondents to assess the Indonesian population's quality of life and access to necessities. The results revealed worrying statistics, with only 9.1% of respondents reporting a good quality of life and 23% saying they were satisfied with their access to food, water, and shelter. This points to significant gaps in social welfare coverage and raises concerns about the well-being of many Indonesians. Lack of access to essential needs can lead to malnutrition, health problems, and a diminished ability to engage in productive activities. Similarly, a poor quality of life can negatively impact mental health, social relationships, and overall happiness. This study also showed a lack of awareness and concern among respondents regarding the possible impact of the climate crisis on their

welfare. 23.4% concern climate impact well-being which due to limited



Only expressed about the crisis's on their being, may be their

understanding of the issue, and only 11.5% reported having a solid knowledge of the climate crisis and its potential consequences. This lack of awareness highlights the urgent need for climate education to empower individuals and communities to comprehend, adjust to, and alleviate the effects of the climate crisis.

Figure 1. Stages of the Activity Implementation Process

Source: Author's Analysis (2024)

The depicted flow shows a disturbing cycle of vulnerability and hardship within the social welfare system. The main problem is the limited access to necessities such as food, water, shelter, and healthcare. This lack of essential resources exposes individuals and communities, making them highly vulnerable to external shocks and crises. Natural disasters, economic downturns, and health emergencies can cause severe damage, making it even harder for them to cope. The consequences of this vulnerability are significant, and factors resulting in decreased well-being and quality of life can harm individuals. Many suffer from poor physical and mental health, limited opportunities for education and employment, and strained social relationships. This further deepens the cycle of vulnerability, trapping individuals in a seemingly endless struggle.

Moreover, the flow chart highlights a vicious feedback loop that exacerbates vulnerabilities. Limited access to necessities disproportionately affects marginalized groups and individuals, amplifying

pre-existing inequalities and social injustices. This creates a situation where the most vulnerable are hit the hardest, making it even more difficult for them to break free from the cycle of poverty and hardship. The impact that the adaptation to the climate crisis might face is another primary concern. Individuals struggling to secure necessities may need more resources, knowledge, or capacity to implement essential adaptation measures. This can hinder their ability to build resilience and lessen its effects, creating further challenges for the future.

The findings of this study reveal the potential of climate education as a powerful strategy to enhance social welfare in Indonesia. While the depicted flow chart shows the challenges of limited access to necessities, increased vulnerability, and reduced well-being, it also presents an opportunity for positive change. Equipping people and groups with the necessary knowledge and abilities is crucial. These can help individuals and communities thrive, and we can cause a chain reaction of improvement in various areas of social welfare.

C. Strategies Implementation to Enhance Social Welfare

Due to its unique geography and demographics, Indonesia faces severe consequences of the climate crisis. The country's coastal areas are prone to rising sea levels, extreme weather events, and unpredictable rainfall patterns. Agriculture, a primary livelihood source in Indonesia, is also affected by the crisis. Hence, it is essential to integrate climate education into social welfare strategies that empower communities to understand, adapt, and mitigate the detrimental effects of the crisis. Climate education offers several benefits to communities in Indonesia. First, it helps equip them with the tools needed for disaster preparedness, transforming them from passive victims into proactive agents to build their resilience. Early warning systems become community knowledge, which empowers coastal inhabitants to prepare for tsunamis or farmers to anticipate floods. This knowledge is shared through workshops and village gatherings, strengthening communities and cultivating a culture of preparedness. Second, climate education fosters sustainable resource management, teaching communities to live harmoniously with the environment. Farmers can learn about drought-resistant crops and water conservation techniques, coastal communities can develop evacuation plans and early warning systems, and urban dwellers can comprehend the significance of implementing sustainable waste management practices and green infrastructure. Coastal communities can even implement mangrove restoration projects to shield their shores while nurturing fish nurseries and ensuring environmental and economic resilience. This shift towards sustainability strengthens the foundation of well-being, weaving a future where communities thrive within the limits of the ecosystems. Third, climate education empowers communities to diversify their livelihoods, breaking the shackles of traditional practices that leave them vulnerable to climate shocks. These threads of preparedness, sustainability, and diversification, interwoven through climate education, create a tapestry of resilience and profoundly enhance social welfare.

It is essential not to neglect privileged communities in climate education initiatives because the effects are interconnected and ripple through society. Educating them fosters understanding and empathy, leading to solidarity and a shared responsibility to find comprehensive solutions to the crisis's holistic impact. Moreover, many solutions to the climate crisis require innovation and technological advancements, and privileged communities are well-positioned to contribute to this space. Therefore, this study recommends implementing school-based climate education programs to foster early awareness, university-level research initiatives to develop innovative solutions, and community-based resource accessibility programs to empower those with limited access to necessities, ensuring comprehensive and inclusive climate action.

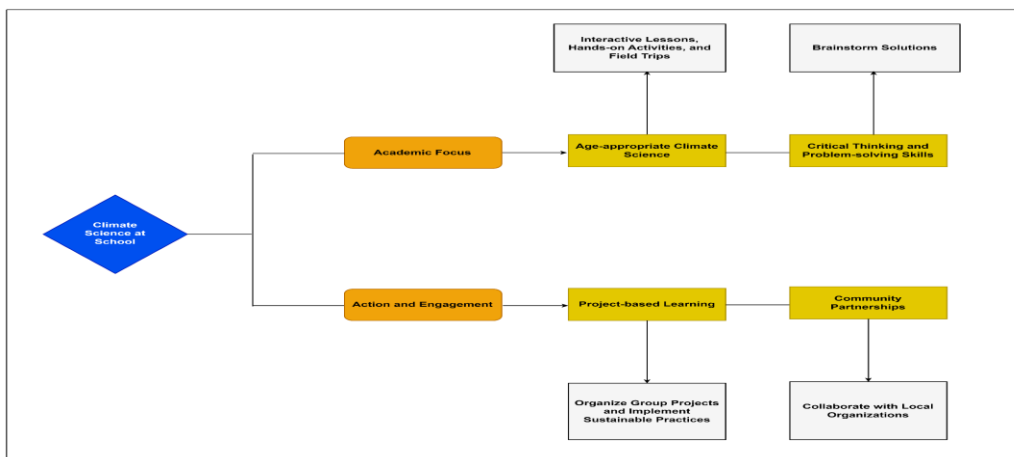
The current climate crisis is a significant challenge that requires collective effort and innovative solutions. While many initiatives are aimed at policy changes and technological advancements, the foundation for a sustainable future lies in education, especially in empowering young people. Schools

play a crucial role as hubs of knowledge and development in equipping students with the necessary understanding, skills, and motivation to combat the climate crisis. However, given the situation's urgency, a more dynamic and action-oriented approach is required. To achieve this, a reimagined model of climate education is proposed in this flowchart that goes beyond theoretical knowledge and fosters tangible action by integrating interactive learning, hands-on projects, and community partnerships. Schools can transform into breeding grounds for climate-conscious learners and empower students to become active participants in building a sustainable future.

Figure 2. School-based climate education

Source: Author's Analysis (2024)

Figure 2. presents a blueprint for such education, a transformative journey where knowledge blossoms into action, culminating in a generation equipped to reshape our planet's future. Interactive lessons become immersive virtual reality journeys to melting glaciers, hands-on labs simulating greenhouse gas effects, or captivating field trips to local ecosystems teeming with life. These dynamic approaches cater to diverse learning styles, igniting young and old minds with knowledge and a profound connection to the natural world. As the roots of understanding deepen, students shed the mantle of passive learners and embrace the role of active problem-solvers. Brainstorming sessions crackle with the electricity of diverse perspectives as they chart a course toward a sustainable future. For instance, a classroom is echoing with ideas for reducing the school's carbon footprint, from rooftop solar panels



student-led bike-to-school campaigns. Critical thinking and problem-solving skills blossom through this vibrant exchange, transforming knowledge into impactful solutions. As Szczepankiewicz et al. (2021) aptly describe, critical thinking skill is about honing the ability to dissect arguments and counterarguments, weigh evidence with a discerning eye, and unearth the intricate logical connections that weave the tapestry of climate science. Students learn to identify biases, deconstruct logical fallacies, and discern the weight of various sources, wielding critical thinking as a scalpel to dissect the often-murky waters of climate crisis information.

Project-based learning allows climate science to transcend textbook confines and bloom into tangible action. Student groups can design and implement community gardens, conduct energy audits in school buildings, or raise awareness about sustainable practices through engaging skits. Each project becomes a learning experience, a source of pride, and a testament to young minds' agency in shaping a sustainable future. As students grapple with real-world challenges, they hone their critical thinking and problem-solving skills, learn collaborative navigation, and cultivate civic responsibility beyond classroom walls. The final branch of the flowchart signifies a robust expansion beyond the school walls. By collaborating with local organizations, environmental NGOs, and sustainability experts, students amplify the reach and impact of their projects. Student groups can partner with conservation organizations to plant trees in local parks, work with city officials to implement green infrastructure initiatives or collaborate with farmers to adopt sustainable agricultural practices. These partnerships are testaments to the power of collective action, where young voices inspire communities, and local initiatives ripple outwards, shaping a broader landscape of positive change. As students engage with diverse stakeholders, they gain valuable insights into community dynamics, bridge communication gaps, and cultivate the leadership skills crucial for navigating complex climate challenges.

The blueprint presented in Figure 2 illustrates a vision for the future wherein climate education is crucial in empowering young minds to become stewards of a sustainable planet. By fostering genuine understanding, nurturing critical thinking and problem-solving skills, and providing opportunities for action-oriented engagement, schools can help shape a generation of climate-conscious leaders who are well-prepared to confront the challenges of our present times with creativity, resilience, and optimism. As they graduate and move into various fields, they will carry the knowledge and insights gained within these classrooms and share their passion for sustainability with their communities, workplaces, and the wider world.

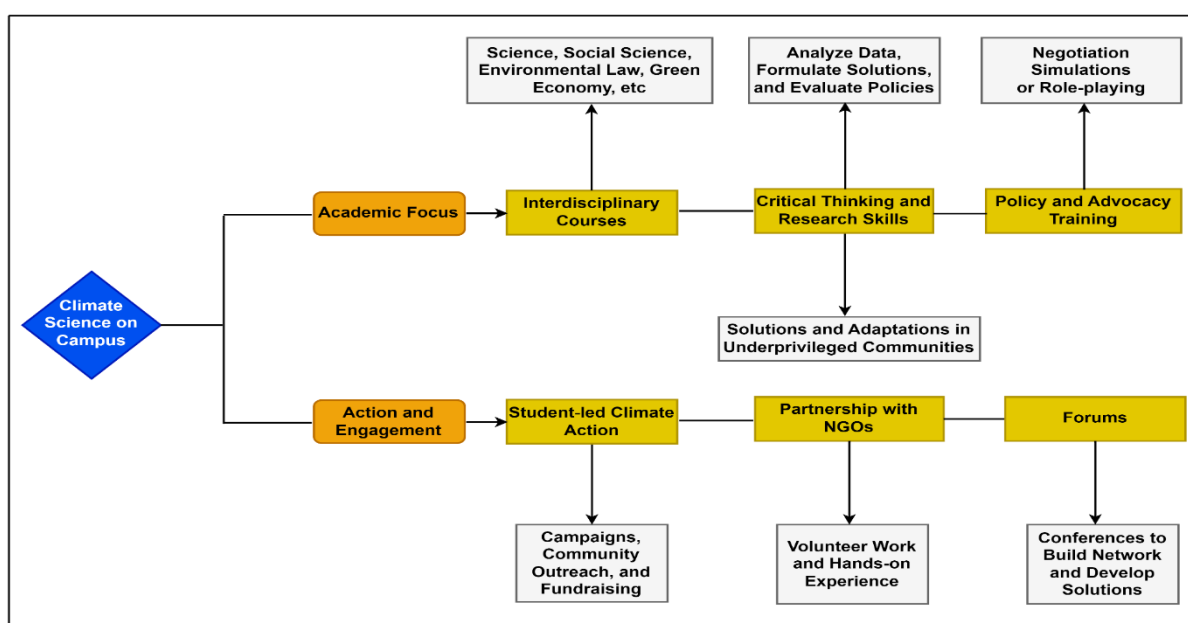
However, teaching about the climate crisis is a challenging task. The process requires educators to create a safe and accepting environment where students can share their doubts and concerns. As Monroe et al. (2017) astutely observe, climate educators bear the unique challenge of crafting an atmosphere that embraces this multiplicity while gently dismantling deeply ingrained misconceptions. The challenge for an educator is to gently address students' misconceptions about the climate crisis, which often originate from social and cultural factors such as family beliefs, community narratives, and media influences. The educator must listen to their students with empathy and respect, encourage open dialogue, and provide evidence-based answers to their questions.

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community-based resource accessibility programs to empower those with limited access to necessities, ensuring comprehensive and inclusive climate action.

The university campus has always been a hub of knowledge and intellectual discourse. However, with the increasing threat of the climate crisis, it is time for universities to embrace their role as catalysts for positive change. Universities must transcend the traditional scholarship approach and actively work towards practical solutions. This requires a significant shift in the university landscape, where knowledge can be translated into action, and dialogue leads to positive transformations. To cultivate a dynamic ecosystem, universities must cultivate a dynamic ecosystem.

Figure 3. University-level climate education



Source: Author's Analysis (2024)

Universities must prioritize collaboration, empower students, and embody sustainability in every aspect of their being. Knowledge alone is not enough, and universities must create an environment where collaboration is encouraged, diverse perspectives are valued, and innovation is ignited. For instance, student-faculty committees can co-create solutions to real-world challenges, and peer-to-peer mentoring programs can guide and support upcoming environmental leaders.

The collaborative spirit must expand beyond the university's walls, as strategic partnerships with local communities, NGOs, and government agencies are crucial. Joint research initiatives, community outreach programs, and collaborative infrastructure projects can harness the collective power of diverse stakeholders, ensuring the impact of student-led initiatives is amplified. This framework suggests a multifaceted approach to achieving academic understanding, providing tangible solutions, and promoting engaged student leadership.

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challenges, and peer-to-peer mentoring programs can guide and support upcoming environmental leaders.

This framework's foundation breaks down barriers between academic fields by offering innovative courses incorporating science, social science, law, economics, and environmental studies. This interdisciplinary approach helps students comprehensively understand the climate crisis, its effects, and possible solutions. The classrooms come alive with lively discussions on various topics, such as the ethical implications of carbon pricing, legal aspects of environmental regulations, and the economic outcomes of climate-induced migration. The coursework sharpens students' analytical skills, critical thinking abilities, and problem-solving techniques. This can be achieved through rigorous coursework, data analysis workshops, research project collaborations, and mock policy debates. The ultimate goal is to foster a new generation of critical thinkers and problem solvers that require a comprehensive approach.

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The framework also empowers students to take action on environmental issues on their campuses and communities. Students can become agents of change by participating in initiatives like awareness campaigns, community clean-up drives, and fundraising for renewable energy projects. These initiatives help students take ownership of environmental well-being and provide valuable experiential learning opportunities. The framework emphasizes collaboration with established NGOs to maximize these opportunities. It allows students to volunteer with environmental organizations, participate in conservation efforts, and learn from experienced activists. These partnerships ensure that student initiatives are grounded in real-world needs and have a lasting impact. Students need strong communication and negotiation skills to advocate for climate action effectively. The framework includes workshops on policy analysis, advocacy strategies, and effective communication to help students confidently present their research and advocate for impactful climate action at local, national, and international levels.

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A study conducted by Cordero et al. (2007) highlights the importance of fostering a direct connection between student agency, energy utilization, and global climate dynamics in impactful climate crisis education. The study suggests that more than traditional teaching methods may be needed to cultivate a deeper understanding and a passionate commitment to action. Instead, active learning techniques can be more effective in achieving these goals. In this approach, students actively scrutinize their ecological footprints to understand the link between daily energy consumption and environmental consequences. They use personalized energy audits, interactive carbon footprint calculators, and other activities to explore strategies for reducing energy consumption. Even simple activities like tracking individual energy use for a week can become powerful learning tools that help students see the tangible impact of personal choices on global outcomes. Cordero et al.'s study provides compelling evidence that this approach works. Students who engaged in action-oriented learning activities showed a statistically significant improvement in comprehending the relationship between personal energy use and global warming. This newfound understanding goes beyond theoretical knowledge. It ignites a sense of individual agency and responsibility, empowering students to seek solutions and actively contribute to a more sustainable future.

The importance of higher education in equipping future generations with the necessary tools and knowledge to tackle the challenges of the climate crisis can not be overstated. Hess and Maki (2019) argue that comprehensive sustainability education should be integrated into university curricula, with climate science at its core. They rightly emphasize the significance of climate science education in sustainability education. Understanding the physical mechanisms, socioeconomic implications, and potential solutions to the climate crisis is a critical pursuit that can help future professionals address this complex issue from various angles. Hess & Maki propose a systemic transformation of universities that integrates sustainability into every aspect of campus life, including energy consumption, waste management, and infrastructure development. This transformation can also involve forging partnerships with local communities and environmental organizations to create living laboratories for sustainability where theoretical knowledge leads to practical action.

As universities in Indonesia are taking steps to provide upcoming generations with the essential resources to address the climate crisis, a significant gap remains. Underprivileged communities, who are most vulnerable to environmental damage, often lack the education and resources that could empower them to adapt and thrive. Therefore, we proposed a multi-pronged approach to enhance social welfare through climate education tailored to these vulnerable populations.

Consider a scenario where the spatial limitations of traditional classrooms are overcome, and the boundaries of learning are expanded beyond them. This paradigm shift would entail reaching out to the underprivileged communities, enabling them to access education, and empowering them to lead productive lives. Such a transformative undertaking requires rethinking conventional educational practices and adopting innovative approaches to make learning accessible and inclusive. Through storytelling sessions that draw on the richness of indigenous knowledge and traditional practices, individuals can learn about the resilience and vulnerability of the climate crisis. Interactive workshops and community forums replace textbooks, providing hands-on

learning and practical skills such as sustainable agriculture, climate-resilient infrastructure construction, and green entrepreneurship.

Technology can bridge geographical barriers, allowing climate education to reach even the most remote areas through mobile apps, radio broadcasts, and online platforms. Diverse learning styles are accommodated by this approach, ensuring inclusivity for those who may not feel comfortable in traditional settings. Peer-to-peer learning networks foster a sense of collective ownership and empower local knowledge champions to emerge, leading climate action initiatives within their communities. Community-based climate action groups become incubators for collective action, mobilizing individuals to share best practices, advocate for climate-friendly policies, and hold local authorities accountable. Effective communication and engagement training equips community leaders with the tools to influence decision-making processes and secure vital resources for adaptation initiatives.

Monitoring and evaluation are inherent components of this framework, ensuring transparency and accountability. Data is collected through participatory research methods that incorporate the voices of the community itself, informing continuous adaptation and refinement of the framework. Context-specific indicators track the impact of climate education on social welfare, measuring improvements in poverty reduction, food security, and disaster preparedness. Ensuring that the framework stays relevant and adaptive to the changing demands of disadvantaged communities is made possible through this continuous feedback loop.

CONCLUSION

Climate education is crucial for addressing the climate crisis and promoting social welfare. Educators can increase students' knowledge about mitigation and adaptation to the climate crisis by incorporating engaging and entertaining elements into climate education materials. However, challenges such as lack of training, time, resources, and cultural values and beliefs can hinder effective implementation. Vulnerable populations, particularly those facing poverty and weak public health systems, are more susceptible to health challenges resulting from the climate crisis. Moreover, least-developed countries face specific challenges due to low incomes, low education levels, inadequate infrastructure, and vulnerability to climate crisis. Comprehensive teacher training programs, increased resources, supportive environments, and tailored interventions are needed to address these challenges. Social protection systems, such as unemployment protection, social health protection, pensions, cash payments, and public employment programs, are essential for mitigating the effects of the climate crisis on employment and livelihoods. The climate crisis in Indonesia is disproportionately affecting poor households, who lack the financial resources and infrastructure needed to adapt. This lack of access to necessities, such as food, water, shelter, and healthcare, exposes them to external shocks and crises, leading to malnutrition, health problems, and reduced well-being. Climate education is a powerful strategy to enhance social welfare in Indonesia, providing tools for disaster preparedness, sustainable resource management, and diversification of livelihoods. By integrating climate education into social welfare strategy, communities can better understand, adapt, and mitigate the effects of the crisis, fostering a more resilient society. This approach can help individuals and communities build resilience, reduce vulnerability, and create a tapestry of resilience that can profoundly enhance social welfare.

Future studies in this area could explore the effectiveness of specific active learning techniques in climate education and their impact on students' understanding and commitment to action. Additionally, research could focus on the implementation and outcomes of the proposed comprehensive framework for climate education in Indonesia, examining its influence on social

welfare and sustainable development. Furthermore, studies could investigate the role of local communities and organizations in supporting climate education initiatives and their contributions to fostering community resilience. Last, the research could delve into the challenges and opportunities of integrating climate education into higher education curricula and the long-term impact of such integration on graduates' ability to drive innovation and shape responsible policy decisions.

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