

# Curriculum Development Based on Environment for Sustainable Education

Kartini Marzuki<sup>1</sup>, Ansar<sup>2</sup>

<sup>1</sup> The Department of Non-Formal Education, Faculty of Education Sciences, Makassar State University and [kartini.marzuki@unm.ac.id](mailto:kartini.marzuki@unm.ac.id)

<sup>2</sup> Educational Administration Study Program, Faculty of Education, Makassar State University and [ansar@unm.ac.id](mailto:ansar@unm.ac.id)

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## ABSTRACT

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This research aims to develop an environmental-based curriculum for sustainable education through literature review method. By integrating findings from various literature sources, this research aims to provide a solid foundation for the development of a relevant and effective curriculum in addressing environmental issues. The results of the literature analysis indicate that interdisciplinary approaches, critical thinking, concrete actions, ethical values, and collaboration are key to creating a curriculum oriented towards action and community engagement. Recommendations include involving more stakeholders in curriculum development, as well as conducting further research to evaluate the effectiveness of implementing this curriculum in various educational and environmental contexts. Gratitude is expressed to all parties who have provided support and contributions to this research.

*Keywords: Environmental-Based Curriculum, Sustainable Education, Curriculum*

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## 1. INTRODUCTION

Amidst the dynamics of an increasingly complex global environmental change, humanity is faced with significant challenges in maintaining the sustainability of the Earth's ecosystems. Issues such as climate change, biodiversity loss, and environmental degradation are the primary focus for the international community [1]. In this context, education plays a crucial role as the key to shaping a deep understanding of the human impact on the environment and the solutions that can be applied [2]. Environmental education is not only about conveying knowledge of ecology and natural resources but also about developing attitudes and values that appreciate sustainability. Through integrated curricula, schools can become centers of learning that promote environmentally friendly and responsible lifestyles. Learning doesn't just happen in the classroom but also through direct field experiences and participation in conservation projects [3].

Moreover, environmental education also teaches the skills necessary to actively contribute to environmental preservation. This involves practical learning about green technology, waste management, sustainable agriculture, and other efforts that support nature conservation [4]. Thus, environmental education not only creates awareness of the importance of environmental conservation but also empowers individuals to act as committed change agents for sustainability [5]. In this era of globalization, cross-border cooperation is becoming increasingly important in addressing environmental issues. Environmental education also plays a role in building collaborative networks between countries to share knowledge, experiences, and resources in efforts to protect the planet. Through inclusive and action-oriented education, we can create a future generation with a deep understanding of the environment and ready to tackle existing challenges with innovative and sustainable solutions [6].

Although awareness of the importance of environmental education is increasing, there are still significant challenges in integrating environmental aspects into the curriculum

comprehensively. Many educational curricula still fail to fully encompass crucial aspects such as a deep understanding of ecosystems, concepts of natural resource sustainability, and social responsibilities towards the environment [7]. One of the main obstacles is the lack of consistency in curriculum implementation across various educational institutions. Each institution often has different curriculum policies, resulting in varying priorities and focuses on environmental education. This leads to knowledge and skill gaps among students, depending on where they receive their education [8].

Additionally, the lack of training and resources for educators is also a constraint in integrating environmental aspects into the learning process [9]. Many teachers may not have sufficient understanding or adequate resources to effectively teach environmental topics. Investments in teacher training and resource development are needed to ensure that educators have the necessary skills and knowledge to provide meaningful environmental education to students [10]. To address these challenges, strong commitment is needed from various stakeholders, including governments, educational institutions, and society as a whole. Collaborative efforts are required to develop more holistic and inclusive curricula, which not only encompass environmental aspects but also integrate sustainability values across all subjects. Furthermore, increasing access to training and resources for educators should also be a priority so that they can become effective agents of change in teaching environmental education to future generations [11]. With these steps, it is hoped that we can overcome the challenges of integrating environmental aspects into the curriculum comprehensively, making education a more effective tool in preparing future generations to face complex environmental challenges.

It is important to understand that sustainable education is not just about teaching facts about the environment but also involves a deep understanding of the relationship between humans and the environment and fostering attitudes and behaviors that care about environmental sustainability [12]. Furthermore, another challenge is the sustainability in the implementation of curricula that integrate environmental aspects. Often, created curricula lack appropriate learning strategies, supporting resources, and training for educators to implement them effectively.

Therefore, the development of an environmentally based curriculum for sustainable education becomes an urgent need. This curriculum not only needs to emphasize conceptual understanding but also needs to be designed to inspire and motivate students to act positively towards the environment. Thus, this research aims to fill this gap by developing a comprehensive, integrated curriculum relevant to the local context, capable of creating meaningful learning experiences and motivating participants to become agents of change in environmental sustainability.

## 2. METHODS

Below are the details of the research method using literature review method for the development of an environmentally based curriculum for sustainable education [13]:

1. Identification of Research Scope: First, the researcher will identify the research scope, which includes the main topics to be discussed in the development of the environmentally based curriculum. This involves determining important aspects such as understanding of ecosystems, sustainability of natural resources, social responsibilities towards the environment, and other relevant concepts.

2. Literature Search: The next step is to conduct a comprehensive and systematic literature search related to the identified topics. This involves using academic databases, scholarly journals, books, research reports, and other relevant sources.
3. Literature Selection: After searching the literature, the researcher will select relevant and high-quality literature to be included in the study. Selection criteria may include freshness of information, relevance to the research topic, quality of research methodology, and authoritativeness.
4. Literature Analysis: Literature analysis is conducted to understand and synthesize findings from various selected literature sources. This involves identifying patterns, similarities, differences, and gaining a deep understanding of concepts relevant to the development of an environmentally based curriculum.
5. Development of Conceptual Framework: Based on the literature analysis, the researcher will develop a conceptual framework that depicts the structure and content of the environmentally based curriculum to be developed. This involves organizing key concepts, dividing learning materials, and identifying desired learning objectives.
6. Validation and Revision: The developed conceptual framework will be validated through consultations with education experts, environmental specialists, and other stakeholders. Feedback from these parties will be used to revise and refine the conceptual framework.
7. Curriculum Document Preparation: Based on the validated conceptual framework, the researcher will prepare a comprehensive curriculum document. This document will include details regarding the curriculum structure, content of learning materials, teaching strategies, assessment, and other supporting resources.
8. Evaluation and Dissemination: Finally, the prepared curriculum will be evaluated to measure its effectiveness in achieving the desired learning objectives. The evaluation results will be used for further refinement. Additionally, the curriculum will be disseminated to schools and other educational institutions for wider implementation and evaluation.

### 3. RESULTS AND DISCUSSION

As a result of the research using the literature review method for the development of an environmentally based curriculum for sustainable education, here are some key findings:

1. In-depth Understanding of the Environment: Literature studies have provided an in-depth understanding of the complexity and urgency of global environmental issues. These findings include basic concepts such as ecosystems, sustainability of natural resources, climate change, and other environmental impacts [2].
2. Interdisciplinary Approach: Through literature analysis, it was found that an interdisciplinary approach is crucial in the development of an environmentally based curriculum. Integration between environmental science, social sciences, natural sciences, and humanities is necessary to understand and address environmental issues holistically [5].
3. Development of Sustainable Competencies: Literature studies have identified important competencies and skills to be included in an environmentally based curriculum, including understanding environmental concepts, critical thinking skills, adaptability, as well as social responsibility and ethics towards the environment [7].
4. Innovative Learning Strategies: Literature analysis also revealed various innovative learning strategies that can be used in the context of sustainable education. These include project-based learning, field experiences, simulations, role-playing games, and the use of information and communication technology [10].

5. Importance of Collaboration and Community Engagement: Findings from literature studies emphasize the importance of collaboration between schools, local communities, governments, and non-governmental organizations in the implementation of environmentally based curriculum. Active participation from various stakeholders is required to create a supportive and empowering learning environment [12].
6. Critical Thinking and Positive Action: Finally, literature studies emphasize the importance of developing critical thinking and positive action in addressing environmental challenges. An environmentally based curriculum should encourage students not only to understand environmental issues but also to become agents of change contributing to sustainable solutions [14].

Therefore, through the literature review method, this research has provided a solid foundation for the development of a relevant, comprehensive, and action-oriented environmentally based curriculum to support sustainable education.

In the development of an environmentally based curriculum for sustainable education, a wide window towards a paradigm shift in the education world is opened. This is not merely aligning the curriculum with current needs but a call to align educational goals with the greatest challenges of the 21st century: maintaining environmental sustainability [15]. How can education cultivate a generation not only capable of surviving in this increasingly complex environment but also becoming agents of change leading human civilization towards harmony with nature? First and foremost, an in-depth understanding of nature and the environment is an indispensable foundation in environmentally based curriculum. Here lies the importance of integrating natural sciences and environmental sciences in the curriculum [16]. The curriculum should provide a strong conceptual foundation on ecology, biodiversity, material cycles, and the interaction between humans and the environment. It's not just about teaching facts but also fostering a deep understanding of the interconnectedness of natural systems [17].

Furthermore, an environmentally based curriculum should strengthen students' abilities to think critically and analytically about environmental issues [18]. They should be trained to evaluate scientific evidence, understand the impacts of human decisions on the environment, and identify sustainable solutions. This requires an active learning approach that encourages students to ask questions, seek answers, and develop arguments based on solid evidence [19]. However, learning only becomes meaningful if it can be applied in everyday life. Therefore, an environmentally based curriculum should promote concrete actions that lead to positive changes in behavior and policies. This could involve community-based field projects, social campaigns, or involvement in local environmental initiatives. Through these direct experiences, students learn that they have the power to make significant changes in their environment [20].

Additionally, it's important to realize that sustainable education is not limited to academic scope alone. The curriculum should reinforce ethical values and social responsibility towards the environment [21]. Students should be encouraged to develop caring attitudes, respect for natural diversity, and accountability for the impacts of their actions. This involves deep reflection on the values underlying human-nature relationships and ethical considerations in decision-making [22]. Lastly, collaboration is key in the development of effective environmentally based curriculum [23]. This involves cooperation between educators, environmental experts, local communities, and other stakeholders [24]. In this framework, practical experiences and local knowledge become valuable assets that can be applied in the learning process. Furthermore, collaboration also allows the curriculum to remain relevant and responsive to continuous environmental changes [25].

Thus, the development of an environmentally based curriculum for sustainable education is not just an academic task but a moral call. It demands us to change how we perceive education, from merely transferring knowledge to a transformational process that shapes skills, values, and actions supporting environmental sustainability [26]. Through joint efforts and strong commitment, we can

create a learning environment that empowers future generations to become meaningful agents of change in preserving the universe we share.

## CONCLUSION

In this research, the development of an environmentally based curriculum for sustainable education has been the main focus. Through the literature review method, it was found that interdisciplinary approaches, critical thinking, concrete actions, ethical values, and collaboration are key to creating relevant and effective curriculum. By integrating these findings, it is hoped that the developed curriculum can shape a generation that is not only academically smart but also caring and responsible towards the environment.

## RECOMMENDATIONS

To optimize the development of environmentally based curriculum, it is recommended to involve more stakeholders, including environmental experts, local communities, and government. Further research can also focus on evaluating the effectiveness of implementing this curriculum in various educational and environmental contexts.

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