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PENDIDIKAN KEWARGANEGARAAN EKOLOGIS MELALUI CIVIC ECO: INTERNALISASI HAK DAN KEWAJIBAN LINGKUNGAN KONSTITUSIONAL DI KALANGAN SISWA SEKOLAH DASAR

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Abstract

This study aims to examine Civic Eco, a school-based plastic waste deposit program, as an ecological citizenship education design that connects elementary school students' understanding of the constitutional right to a good and healthy environment with their environmental duties. The problems addressed are how students make sense of depositing plastic waste as a practice of rights and duties, and how the school, families, and community support that process. The study offers a conceptual analysis of the program design and related literature; fictional interview and observation examples are not treated as empirical evidence. The analysis shows that plastic drop-off, weighing, point recording, and reward redemption could form an experiential sequence linking individual action with shared environmental interests, while the school, families, and local businesses provide a context for social support and participation. These procedures alone, however, do not demonstrate that students understand constitutional rights or have internalized ecological duties. The program's educational value depends on students' reasoning, opportunities to express their views, and equitable participation, so that material contributions are not the sole measure of environmental concern. Assessing changes in understanding, habits, and social support requires authentic evidence.

Keywords: ecological citizenship, elementary education, environmental duties, environmental rights, plastic waste management