

INTEGRATING CLIMATE CHANGE EDUCATION IN ENGLISH LESSONS AND P5 PROJECTS IN JUNIOR HIGH SCHOOLS

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Abstract

English lessons are being used to teach about climate change, combining language learning with environmental education. This aligns with the Pancasila Student Profile (P5) framework, which focuses on character development and global awareness. This research investigates the integration of climate change education into the P5 Project and English language lessons in junior high schools in South Sumatra, Indonesia. It examines the familiarity and willingness of teachers to incorporate climate change topics into their teaching. The study uses a qualitative research design, conducting interviews with 11 English teachers to explore their perspectives and experiences. The findings reveal that while some schools have implemented projects that promote environmental awareness and sustainability, such as recycling initiatives, there is a lack of systematic integration of climate change education into the English curriculum. Teachers expressed a willingness to teach about climate change but lacked formal training. The research highlights the need for comprehensive strategies to integrate environmental literacy into language learning and the importance of teacher preparation in effectively implementing climate change curricula. The study contributes to the understanding of how to enhance climate change education at the junior high school level, particularly in the context of South Sumatra, and emphasizes the role of teachers in fostering environmental stewardship among students.

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INTRODUCTION

Concerns about the worldwide environmental problem are significant, even in Indonesia. Negative effects that can endanger the preservation of nature and human existence include pollution of the environment, climate change, and biodiversity deterioration. Since the younger generation will be responsible for the environment's future, one way to safeguard and maintain it is by educating children about environmental issues at a young age. It is imperative to cultivate in children a sense of environmental consciousness and concern from an early age through the instillation of character, values, and attitudes that will endure into maturity.

The Republic of Indonesia's government has altered the country's educational framework by emphasizing character above intelligence as a measure of knowledge. This is because students who possess strong, admirable personalities and high levels of skill will be better equipped to handle obstacles in life and meet their needs (Suma et al., 2022). A project to enhance the Pancasila student profile is included in the Independent curriculum. Project-based co-curricular activities are then planned to develop the competencies and character required by the Pancasila student profile, which is based on Graduate Competency Standards (Maulida & Tampati, 2023a). Strengthening of the Pancasila Student Profile The project activity seeks to improve the quality of superior human resources by fortifying the nation's character in

accordance with Pancasila values (Ismail et al., 2021). Students can study informally with flexible, dynamic, interactive learning and can interact directly with the environment according to the Pancasila Student Profile Strengthening Project (Winarsih, 2022). The government-designated topics of Bhinneka Tunggal Ika, sustainable living, building the body and soul, the voice of democracy, engineering and technology, entrepreneurship, and employment are the basis for the Pancasila Student Profile Strengthening Project (Simarmata et al., 2022).

The occurrence of numerous activities that have an impact on living and the environment over the short, medium, and long terms serves as motivation for the implementation of the sustainable lifestyle theme. Since students will be the nation's future generation, it is crucial that they understand the subject of a sustainable lifestyle and always safeguard the environment (Makrifah et al., 2023). The sustainable lifestyle theme in P5 implementation seeks to develop systems thinking abilities in examining the connection between human actions and the consequences they produce, such as climate change. In order to be able to offer and carry out solutions, children are also taught how to develop an environmental consciousness (Putri & Silvhiyani, 2022). This allows them to be sensitive to environmental crises, such as those involving food, water, and natural catastrophes. P5's introduction of sustainable lifestyles in a few schools has not been broadly implemented. Rather, these educational institutions favor only certain topics in their P5 curricula topics, such as entrepreneurship, local wisdom, and democratic voice. This suggests that the P5 programs at these schools do not currently place a high premium on raising knowledge of and implementing sustainable lifestyles.

Incorporating climate change in an English lesson can be a very effective strategy to get students thinking critically about a significant global issue while also improving their language proficiency. While addressing climate concerns, incorporating resilience considerations into ELT helps foster in students a sense of critical thinking, global citizenship, and empathy (Uma, 2024). You can pique students' interest and encourage active participation by introducing this timely and pertinent subject. The discussion of climate change encourages critical thinking as well. In order to create well-reasoned arguments, students must synthesis information from multiple sources, assess the validity and dependability of those sources, and analyze that information. The perfect environment for studying intricate climate narratives and honing critical thinking abilities is an English school (Collier, 2017). They must take into account the origins and consequences of climate change, the moral ramifications of both individual and group attitudes, and the viability of various remedies. They are prompted to consider complicated topics carefully and critically by this approach.

In some schools, the integration of climate change education into English language classes has also not been executed properly. In order to confront the global climate issue and advance sustainable development, climate change education is essential (Damoah, 2023). The absence of curriculum or specialized materials for teaching about climate change in English classes is one of the primary causes. For educators wishing to include climate change education in their curricula, resources such as "Teaching Climate Change to Adolescents" provide invaluable resources (Lopez, 2018). At the moment, only themes that coincidentally relate to those already covered in the English curriculum are taught when it comes to climate change. As a result, students lack a deep and complete understanding of this important problem since climate change instruction is uneven and poorly incorporated into English classes.

Including such a big global issue in the curriculum also helps students grasp the significance and larger context of their studies, which in turn increases their awareness. They gain knowledge about current affairs and worldwide issues, which cultivates a feeling of accountability and enables them to participate in conversations and initiatives related to climate change.

Effective integration of climate change education into the curriculum depends on teachers' knowledge and willingness to address the issue. The term "familiarity" describes how well teachers grasp the scientific underpinnings of climate change, such as the greenhouse effect, how human activity contributes to global warming, and how climate change affects ecosystems and human cultures. The way that educators approach teaching about climate change is greatly influenced by their professional and personal views about pedagogy and climate change (Nicholls & Stevenson, 2016). In order to confidently and accurately teach these concepts to their students, teachers must possess this understanding. Conversely, willingness refers to a teacher's eagerness and readiness to include lessons on climate change in their curriculum. It entails their willingness to use fresh teaching resources, partake in professional growth, and adapt their lesson plans to incorporate topics connected to climate change. The disciplines that teachers teach have an impact on how eager they are to include climate change concepts in their lessons; science-based subjects tend to have more content related to climate change (Opuni-Frimpong et al., 2022). A high degree of willingness shows that educators are driven to teach their pupils about climate change, which is essential to encouraging the next generation of environmentalists to take action and become aware of the issue. Teachers' preparedness to support students' sustainability behaviors is correlated with their perceived subject knowledge, pedagogical content knowledge, and self-efficacy views (Herranen & Aksela, 2024). The efficacy of climate change teaching is determined by the combination of familiarity and willingness, since motivated and passionate educators are more likely to encourage and enable their students to tackle environmental issues.

This research is new since it is the first of its kind to concentrate on an interdisciplinary approach to teaching about climate change. Through examining the integration of climate change concepts into English lessons and P5 curriculum (probably within a particular educational framework or curriculum), the study investigates a novel approach to incorporating environmental education into subjects where it is not normally expected. Furthermore, the research's geographic focus on South Sumatra offers insightful localized information that enables the customization of instructional tactics to the unique requirements and situations of the area. Furthermore, since most research on climate change education focuses on primary or senior high school teachers, the study targets a relatively understudied population by examining the familiarity and willingness of junior high school instructors. In addition to highlighting potential knowledge and readiness gaps, this examination of teacher viewpoints underscores how crucial teacher preparation is to the effective implementation of climate change curricula.

This article aims to evaluate the current state of climate change education in junior high schools within the region, with a particular focus on South Sumatra. It seeks to understand how climate change concepts are integrated into the curriculum, examining the extent to which these topics are included in specific educational projects, such as the P5 Project, and in subject areas like English lessons. Additionally, the study explores the level of familiarity that teachers have with climate change issues and their willingness to incorporate these topics into their teaching. By addressing these aspects, the investigation sheds light on the potential for enhancing climate change education and its integration into various subjects. This approach aims to not only improve students' academic skills but also equip them to become informed and responsible global citizens who can think critically and communicate effectively about the pressing challenges facing the world today.

RESEARCH METHOD

Research Design

In order to investigate the familiarity and willingness of junior high school teachers in South Sumatra to incorporate climate change subjects into P5 and English teachings, this study used a qualitative research approach. Because this study intends to explore the subjective

experiences, views, and motivations of the teachers—a subject best captured through comprehensive and precise data gathering methods—qualitative research is especially well-suited for this kind of inquiry. Qualitative research approaches provide distinctive perspectives on human experiences and psychological phenomena within particular sociocultural situations (Cissé & Rasmussen, 2022). The topic of climate change education is broad and includes teaching methods, attitudes, and beliefs in addition to information and content. Exploring these complex variables is best done with qualitative methods since they provide rich, nuanced insights that quantitative methods could miss. Qualitative research is distinguished by its descriptive quality, inductive method of analysis, and focus on meaning and process as perceived by the subject (Adlini et al., 2022). The study can offer a thorough assessment of the teachers' familiarity with climate change subjects and their desire to incorporate these topics into their classes by concentrating on understanding their viewpoints and experiences. With this method, teachers' voices are guaranteed to be heard and understood within their local context, which provides insightful data that can be used to create educational interventions and strategies that work.

Research Participants

The participants of this study are junior high school teachers from various schools across South Sumatra. To ensure a rich variety of perspectives, a purposive sampling technique was employed. Using a technique called purposeful sampling, participants are chosen according to particular qualities that are relevant to the goals of the study (Andrade, 2021). With this approach, participants are specifically chosen based on their backgrounds, experiences as teachers, and completion of the P5 Project. For the study, 11 English teachers from both urban and rural locations were selected. The participants' diversity is important because it illustrates possible regional variations in their knowledge of and readiness to incorporate climate change subjects into their teaching. The study's inclusion of educators from a range of contexts allows it to pinpoint the particular difficulties and opportunities that educators encounter in various settings, providing a more comprehensive picture of South Sumatra's educational environment. The results are solid and representative of the larger group of junior high school teachers in the area due to this thorough methodology.

Instruments

Interview was used in this research. We employed one-on-one interviews with every participant. These 30-45 minute interviews were conducted in accordance with a procedure that included open-ended questions regarding the subjects of climate change, the interviewees' acquaintance with the subject, and their desire to incorporate the topic into their teaching. A notebook for recording all talks with data sources and a recorder for recording all interview conversations were the necessary equipment. Further in-depth interviews about climate change education were subsequently conducted with the chosen participants. At the participant's request, the interview was done in either English or Bahasa Indonesia. The researcher independently translated and transcribed all interview passages into English.

Data Analysis

The data collected in this study were analyzed using thematic analysis, a method well-suited for identifying, analyzing, and reporting patterns within qualitative data. One popular qualitative research technique for finding and analyzing patterns in data is thematic analysis (Clarke & Braun, 2017). It provides adaptability to different research methodologies and theoretical frameworks (Clarke & Braun, 2017). Immersion in the data is required to find recurring themes that correspond with subject areas (Peterson, 2017). The procedure started with familiarization, in which the researcher meticulously looked through all of the interview notes several times after they were verbatim transcribed in order to have an accurate

understanding of the material. The data was then used to create preliminary codes that highlighted pertinent elements such as instructors' familiarity with and willingness to incorporate these issues into their courses, as well as their awareness of climate change. After that, these codes were arranged into potential themes, making sure that each topic appropriately captured important details from the data pertaining to the study questions. To make sure the themes effectively conveyed the substance of the data, both in respect to the individual coded extracts and the full dataset, they were evaluated and modified. Following their precise definition and naming, the themes were combined to form a cogent story that answered the study questions. The results were strengthened and illustrated by direct comments from the participants, which offered a comprehensive and in-depth description of the experiences and viewpoints of the teachers. The study's conclusions were supported by the data due to this meticulous analysis procedure.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Integration of Climate Change in P5 Project

Several schools have adopted the practice of having students collect plastic waste and transform it into artistic creations, which promotes both environmental awareness and creativity among students :

“Yes, in our school we have p5 with the topic of climate change which is the theme of sustainable lifestyles, we tell the students to make art from plastic waste. At first, we tell them to collect plastic waste then they will process it into art.” (S1)

“Yes. They collect trash and make it into art.” (S2)

“Yes. we've already include the climate change topic in p5, named sustainable lifestyle. Students find and collect some trash that can be recycled and turn it into something of artistic value.” (S3)

Additionally, students are taught proper waste management techniques, including the recycling process and waste conversion into useful products. This often integrates into subjects like English and biology, providing a broader educational context for climate change:

“Yes, children are introduced to how to manage waste properly.” (S4)

“Actually, specifically for climate change, there is none in P5, but if it is related, it is included in the "sustainable lifestyle" so we do have waste processing, either made into chairs and linked to English learning such as making wall magazines or linked to biology learning such as organic waste being made into compost. It has been implemented and we are just waiting for the results.” (S5)

“The theme is not directly specific about climate change and has been implemented last semester. Yesterday's activity was recycling plastic waste into decorations and objects that can be used such as bags, wall decorations such as curtains. Yesterday's wet waste had been processed but not optimally, only processed into fertilizer. And there was a visit to the community to provide education about the environment, while providing education if there is plastic waste in the community we take the plastic waste to be made into decorations. And make posters about the environment using Canva but students are still assisted on how to use Canva.” (S8)

Some schools are in the planning stages of implementing sustainable lifestyle projects, focusing on environmental education and waste recycling after 9th grade exams, indicating that these projects are designed but not yet executed :

“if we are just about to implement a sustainable lifestyle, about the environment. It has been designed with our coordinator about waste, namely the waste recycling process but the most essential is the environment, before heading towards their project there is material reinforcement first. The material reinforcement that is emphasized is the environment. It has not been implemented but has been designed and will be implemented after the 9th grade exam.” (S7)

While some schools do not have specific climate change projects within P5, they incorporate related themes under broader topics like "sustainable lifestyles" and waste processing :

“Actually, specifically for climate change, there is none in P5, but if it is related, it is included in the "sustainable lifestyle" so we do have waste processing, either made into chairs and linked to English learning such as making wall magazines or linked to biology learning such as organic waste being made into compost. It has been implemented and we are just waiting for the results.” (S5)

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A few schools have chosen to focus on different themes, such as anti-bullying, entrepreneurship ("kewirausahaan"), and democratic values ("suara demokrasi"), instead of climate change :

“In my school, there has not been a P5 project related to climate change, there is only one project that has been implemented, namely "anti-bullying.” (S6)

“No, it doesn't. We take the other topic. We have take “kewirausahaan” and “suara demokrasi” topic” (S9)

Past P5 projects have included recycling plastic waste into usable items, demonstrating a practical application of sustainability concepts and fostering students' problem-solving skills :

“Yes, it does. The implementation in our school is divided into 2 small themes, they were : Ecoprint and Environmentally Friendly Technology. During the implementation, students were invited to utilize leaf waste, plastic waste, bottles and etc.” (S10)

“In the previous semester, our school made a P5 project about how to manage items that are no longer used. Students are asked to create their work in groups” (S11)

Overall, the P5 initiative was implemented in diverse ways, reflecting the flexibility and adaptability of the program to address various educational and societal needs. Schools decided which aspects to focus on the school-wide project.

Integration of Climate Change in English Lesson

Most teachers reported that they do not teach climate change specifically within English classes :

“We don't have it in the subject for teaching climate change specifically. There are themes related to climate change, but we don't teach it specifically.” (S1)

“No, I have never taught the topic of climate change in English.” (S2)

“No, we haven't integrated climate change into English lessons.” (S3)

“No, climate change is not specifically taught in English lessons.” (S4)

“In English language learning, I don't think there is any material related to climate change, and even if there is, it is not discussed specifically.” (S7)

While there are occasional themes related to the environment, they are not consistently incorporated into the curriculum :

“We don't have it in the subject for teaching climate change specifically. There are themes related to climate change, but we don't teach it specifically.” (S1)

“There is in chapter 1 "part of the tree" it is about recognizing the parts of a tree, but sometimes it is taken sometimes it is not, so it is not too rigid, just flexible. And also not specifically about climate change. Maybe when the teacher gets material about it, the teacher will improvise related to the contextual that is around, but if there is no book about climate change material, especially now the book is complicated, there are only instructions.” (S5)

“Maybe if the general material about the environment is in the form of text, sometimes we use it but it is not specific.” (S8)

In some cases, teachers may improvise and include contextual information about the environment when relevant materials are available, but this is not a standard practice :

“There is in chapter 1 "part of the tree" it is about recognizing the parts of a tree, but sometimes it is taken sometimes it is not, so it is not too rigid, just flexible. And also not specifically about climate change. Maybe when the teacher gets material about it, the teacher will improvise related to the contextual that is around, but if there is no book about climate change material, especially now the book is complicated, there are only instructions.” (S5)

Schools with a specialized focus, such as sports education, tend to prioritize their core activities over environmental topics :

“My school background is a sports school, so the focus is more on that activity, so there is no English learning specifically about climate change.”

However, a few teachers mentioned using general environmental texts or incorporating climate change topics when relevant, such as through listening exercises or announcement materials :

“Yes, it is. I'll take some material about climate change example : listening about climate change.” (S9)

“Yes, it is sometimes. Based on the topic and material taught.” (S10)

“in English, climate change education can be included in announcement materials, such as weather announcements, or recount texts.” (S11)

Overall, the findings suggest that while there is some exposure to environmental themes, climate change education is not systematically integrated into English language teaching.

Teacher Familiarity and Willingness

The research findings reveal that while the majority of teachers are familiar with the concept of climate change, none of them have received formal training on how to teach it :

“Never participated in any training about it.” (S1-S11)

Despite this lack of training, many express a willingness to integrate climate change education into their lessons. Teachers suggest using various resources such as books, digital media, storybooks, and multimedia tools to engage students and make the topic relatable to their surroundings :

“Maybe some books with climate change themes. If I know how to teach them, I will.” (S3)

“A story book that deals with climate change, yes, I will integrate climate change into English lessons because I see changes in the world today with lots of forest fires, etc., so that children know and are more aware of climate change.” (S4)

They emphasize the importance of making students aware of climate change and its impacts, and some propose practical methods like using the school environment, digital literacy tools, and interactive activities such as board games to enhance learning :

“If there is a theme related to it, the source is likely digital and also related to the environment because the area around my school is a mining area so environmental damage etc. is possible to be explored. Yes, I want to, because climate change is something that must be introduced to our children, about the environment around them..” (S8)

“Books, contextual, google. I Will integrate it into my lessons. I hope the students be aware how important to protect our enviroment.” (S9)

“Maybe I will look for resources from journals/YouTube, and other resources that provide information about this case/matter. I have the willingness, because this is important and has a big impact on the environment.” (S10)

Overall, the findings highlight a gap in formal training but a strong interest among teachers to incorporate climate change education into their teaching practices.

Discussion

An educational program in Indonesia called *Projek Penguatan Profil Pelajar Pancasila* (P5) aims to develop students' character and competences in accordance with the national concept of Pancasila. P5 has a strong emphasis on holistic education, incorporating into the curriculum concepts like civic engagement, environmental sustainability, and creative problem-solving. Students learn ethical principles, teamwork, and critical thinking through hands-on activities like recycling campaigns and community service. P5 prepares students to make meaningful contributions to their communities and the country by helping them develop into well-rounded persons who are conscious of their social and environmental obligations. The *Projek Penguatan Profil Pelajar Pancasila* (P5) initiative focuses on innovative and hands-on

activities that encourage students to participate in waste management and environmental conservation. It actively incorporates the topic of "sustainable lifestyles" to combat climate change. In research conducted by Maulida & Tampati (2023b) stated that In addition to fostering a character that cares about the environment, the P5 on the theme of sustainable lifestyles allowed students to collaborate to create a beautiful environment and to have morals with nature. Making art out of plastic waste is a crucial part of our project. It is required of the students to gather plastic waste and create wall art, bags, and decorations out of it. In order to produce a product from the development of students' creative ideas and, hopefully, turn it into an innovation in solving environmental problems, the Sustainable Lifestyle Project gives students the chance to develop their creative thinking skills and form sustainable behavior based on the experience they have gained (Arga & Sapriya, 2024). This activity not only raises awareness about recycling but also encourages creativity and resourcefulness.

The project incorporates climate change teaching into a variety of courses, which further fosters cross-disciplinary learning. For example, in biology classrooms, students learn how to turn organic garbage into compost, and in English classes, they make wall magazines about trash management. This all-encompassing strategy makes sure that climate education is integrated into the larger curriculum, giving students a thorough grasp of sustainability. The project's community participation component is another important component. In order to raise public awareness of environmental issues and gather plastic garbage for recycling, students take part in community outreach events. These educational endeavors cultivate a feeling of civic duty and community engagement, motivating learners to use their knowledge outside of the classroom and have a real influence on their environment.

Even with the advancements, there are still certain parts of the project that need work. Prior to project implementation, environmental material will be reinforced, and activities will be expanded after ninth-grade exams. Furthermore, other schools are adopting climate-specific programs at different phases, which emphasizes the necessity of continuous improvement and assistance to attain broad success. Past semesters have featured a variety of activities, including the development of environmentally friendly technology, the utilization of plastic and leaf debris, and recycling initiatives that transform unwanted materials into usable goods. In order to conserve and preserve natural resources, people can adopt sustainable or ecological behaviors, such as recycling, water conservation, and energy-saving practices (Arga & Sapriya, 2024). Students' comprehension of the real-world applications of sustainability and their ability to solve problems are enhanced by these experiential learning methods. Additionally, the P5 initiative permits schools to be flexible and adaptable by using different themes to meet different facets of student growth and social requirements. P5 offers flexible time allocation, allowing teachers to plan out an entire project so that pupils can carry it out both at home and at school (Setiawan et al., 2024) . While some schools prioritize trash recycling and environmentally friendly technologies, others concentrate on entrepreneurship ("kewirausahaan") and democratic principles ("suara demokrasi"). This diversity demonstrates how the P5 framework may help children develop a wide range of abilities and beliefs.

The curriculum at our school does not yet include a stand-alone topic on climate change. Parts of a tree and general environmental awareness are examples of subjects and resources that are occasionally linked to environmental issues; nevertheless, these topics are not routinely emphasized or structured in English classrooms. The emphasis on physical activity and sports-related skills at our sports-oriented school may cause our curriculum's thematic focus to shift away from environmental issues.

Talks about climate change in English classes are rare and frequently contingent on the availability of relevant resources (Silvhiyani et al., 2023). This can be accomplished adaptably by introducing pertinent books into class discussions (Drewes et al., 2018). Through listening activities or conversations on subjects like weather announcements or environmental

challenges, teachers can integrate related themes into their lessons. By implementing interactive techniques like role-playing, storytelling, and project-based learning, educators may establish vibrant learning spaces where kids can meaningfully investigate themes connected to climate change (Putri et al., 2024). However, the depth and frequency of these discussions vary, reflecting the broader challenge of integrating environmental literacy into language learning contexts.

There are times when themes from textbooks and curricula, like "love our world" or "this is my world" in grade 7 materials, touch on environmental issues. Intermittent exposure to environmental issues, including those related to climate change, is offered by these subjects. Nonetheless, the absence of a systematic and uniform approach to incorporating climate change education underscores the necessity for more all-encompassing integration tactics and easily accessible teaching materials.

By bringing climate change education more into line with current curriculum frameworks and educational agendas, it may be improved in the future. This could entail creating specialized resources, incorporating themes related to climate change into other subject areas (Silvhiany, Kurniawan, et al., 2024), and encouraging interdisciplinary methods that link language instruction with environmental stewardship. Students that accomplish this will be able to think critically, comprehend environmental issues on a global scale, and support local and global sustainable practices. People can encourage children to be responsible advocates and environmental stewards by incorporating climate change education into school curricula and activities (Putri et al., 2024).

The answers given by educators on their knowledge and experience with climate change show a range of viewpoints and experiences. Even though some educators acknowledge that their academic training in climate change has been minimal, they nevertheless convey a general understanding of the concepts, causes, and environmental implications of the phenomenon through conversations or personal experience. Currently, some educators do not possess the information, attitudes, or convictions needed to teach these subjects in an effective manner (Silvhiany et al., 2023). This familiarity shows that even if they haven't taken part in any particular professional development opportunities on the subject, they are aware of the significance of climate change education within the curriculum. Many teachers express how eager they are to incorporate climate change into their lesson plans and how ready they are to do so. The readiness of teachers to include climate change into EFL lessons is significantly influenced by their opinions toward it (Silvhiany et al., 2023). Studies by Sezen-Barrie et al. (2019) and Winter et al. (2022) suggest that Teachers' readiness to integrate climate change into their lessons is hampered by misconceptions about it. They understand how important it is to teach students about environmental issues like forest fires and environmental degradation, and they do this by using interactive techniques like board games about climate change, digital media, and storytelling to keep students interested. Their dedication demonstrates a proactive strategy for raising pupils' environmental literacy and encouraging environmental responsibility.

In the future, these teachers indicate that they would be open to investigating a variety of sources, such as books, YouTube, journals, and contextual literature, in order to include current climate change knowledge into their teaching. They believe that this is essential to giving children the information and abilities they need to confront urgent environmental concerns and make wise decisions throughout their lives. These educators hope to inspire the next generation to become active stewards of the earth by adopting cutting-edge teaching practices and incorporating climate change education into their classes. They also hope to promote sustainability and environmental consciousness from a young age through the use of media and activities that supports the integration of climate change education in English

language teaching (Maskana et al., 2024; Salma & Silvhiyani, 2024; Silvhiyani, Maskana, et al., 2024).

CONCLUSION

A school program in Indonesia called *Projek Penguatan Profil Pelajar Pancasila (P5)* aims to improve students' character and competences by basing them on the national concept of Pancasila. P5 places a strong emphasis on holistic education by introducing concepts like civic engagement, environmental sustainability, and innovative problem-solving into the curriculum. Students learn ethical principles, teamwork, and critical thinking via hands-on initiatives like recycling and community service. These skills equip them to make constructive contributions to both their communities and the country. P5's emphasis on "sustainable lifestyles," which tackle climate change through useful and imaginative projects like making art out of plastic garbage, is one of its main features. This encourages students' creativity and ingenuity in addition to recycling. Furthermore, the project incorporates teaching on climate change into a variety of topic areas, guaranteeing that students acquire a thorough awareness of sustainability. Another important component is community participation, when students take part in initiatives that raise public awareness of environmental issues and encourage civic engagement. Notwithstanding its advancements, P5 is still developing, with intentions to strengthen environmental education and broaden its scope. Because of the initiative's versatility, schools can choose from a variety of themes, demonstrating its potential to foster a wide range of values and abilities. While not all curricula highlight climate change, there is a rising awareness of the need to incorporate it more fully into education. Teachers indicate a desire to investigate fresh materials and pedagogical approaches to improve climate change education, with the goal of providing students with the know-how to tackle environmental issues and advance sustainability. This proactive strategy demonstrates the dedication to promoting environmental stewardship and knowledge among the future generation.

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