

Transforming Education for Ecological Consciousness: Reimagining Education for A Sustainable Future

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ABSTRACT: The ecological crisis, manifested in climate change, biodiversity loss, pollution, natural resource exploitation, and ecosystem degradation, has become a fundamental challenge for education. However, education systems still tend to emphasize cognitive achievement, economic competitiveness, and human-centered development. Environmental education often appears as supplementary content and has not fully connected ecological knowledge with awareness, values, and concrete action. This article aims to analyze the need for educational transformation to build ecological consciousness and to propose a conceptual framework that can serve as a foundation for the development of sustainable education. This study employs a conceptual literature review approach through an examination of scientific literature and international policy documents concerning Education for Sustainable Development (ESD), climate change education, ecological literacy, sustainability competencies, and transformative learning. The findings indicate a gap between ecological knowledge and action, limited coverage of climate change and biodiversity in curricula, low confidence among some teachers in teaching climate change, and insufficient connections between ecological education and local issues. In the Indonesian context, these challenges are reinforced by gaps in coordination between climate change policies and education policies, as well as limited local contextualization in learning materials. Based on this synthesis, the article proposes the Ecological Consciousness Transformation Framework (ECTF), consisting of six dimensions: ecological education goals, green curriculum, transformative pedagogy, ecological assessment, institutional transformation, and community-based ecological action. Educational transformation needs to shift its orientation from education *about* the environment toward education that develops knowledge, care, competence, agency, and action for the sustainability of life.

KEYWORDS: educational transformation; ecological consciousness; sustainability education; climate change education; ecological literacy; transformative learning; green curriculum.

1. BACKGROUND

The ecological crisis is one of the greatest challenges facing society in the twenty-first century. Climate change, biodiversity loss, pollution, natural resource exploitation, land degradation, and ecosystem destruction can no longer be understood as isolated environmental problems. These issues are interconnected with health, food, the economy, poverty, human security, social inequality, and the quality of life of future generations. The United Nations Environment Programme (UNEP) describes this condition as the *triple planetary crisis*, consisting of climate change, biodiversity loss, and pollution and waste.

Pressure on the environment has also increased alongside the growing use of natural resources. The *Global Resources Outlook 2024* indicates that global natural resource extraction has increased more than threefold over the past five decades. This increasing use of resources places pressure on the climate, biodiversity, water, soil, and ecosystems. Meanwhile, UNEP's *Emissions Gap Report 2025* indicates that existing policies and commitments remain insufficient to place the world on a pathway consistent with the goal of limiting global warming under the Paris Agreement.

These conditions demonstrate that addressing the ecological crisis cannot rely solely on technology, investment, or economic policies. Changes are also required in the ways people think, make decisions, consume resources, relate to nature, and cooperate with others. In this context, education occupies a strategic position because it does not merely transmit knowledge but also shapes values, attitudes, identities, competencies, and behaviors.

Education can contribute to reproducing unsustainable patterns of living when educational success is associated primarily with productivity, income, consumption, and economic growth. Conversely, education can become a transformative force when it develops learners' abilities to understand the interconnections between humans and nature, recognize ecological limits, consider intergenerational justice, and take action to address environmental problems.

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UNESCO positions Education for Sustainable Development (ESD) as an important instrument for achieving sustainable development. ESD is oriented not only toward knowledge but also toward the skills, values, attitudes, and behaviors required to build sustainable societies. Nevertheless, the implementation of sustainability education continues to face fundamental challenges, particularly the gap between knowledge and action.

Students may know that climate change is occurring but fail to change their energy-use behavior. They may understand the importance of biodiversity but lack concern for habitat destruction. Schools may teach waste reduction while simultaneously generating large amounts of plastic waste. These conditions demonstrate the existence of a *knowledge-action gap*, namely the gap between what people know and what they actually do.

Another problem concerns curricula and teacher capacity. UNESCO reports that among 100 national curriculum frameworks analyzed, approximately 47% did not include climate change. Only around 40% of teachers felt confident teaching the cognitive aspects of climate change, while only approximately 20% felt capable of helping students understand how to take concrete action. UNESCO's analysis of 76 countries also shows that climate change content averaged only around 21% of the maximum possible score, while biodiversity content averaged approximately 12%.

These data indicate that the problem of ecological education is not merely whether environmental content exists in the curriculum. More important issues include depth, interdisciplinary connections, local relevance, action orientation, and the relationship between the curriculum and institutional practices.

Indonesia represents an important context for this discussion. As an archipelagic country with tropical forests, coastal areas, oceans, agricultural landscapes, and high biodiversity, Indonesia possesses substantial ecological wealth while also being vulnerable to various environmental changes. Floods, landslides, sea-level rise, forest fires, deforestation, land degradation, marine pollution, plastic waste, and biodiversity loss are problems with direct consequences for people's lives.

Tang (2024) demonstrates a gap between climate change policies and education policies in Indonesia. This highlights the importance of stronger coordination between the climate agenda and the education system. In addition, a study of junior secondary school textbooks associated with the *Kurikulum Merdeka* indicates that climate change content remains limited in connecting global issues with local contexts.

Ecological education should, however, help students connect global concepts with their everyday experiences. Climate change can be studied through changes in rainfall patterns, floods, droughts, agriculture, coastal degradation, food security, and hydrometeorological disasters in students' own environments.

Based on these conditions, ecological education cannot be adequately implemented by simply adding a subject or a chapter on the environment. A more comprehensive transformation is required in educational goals, curriculum, pedagogy, assessment, institutional culture, teacher development, research, and relationships between educational institutions and communities.

Accordingly, this article addresses three main issues. First, how does the ecological crisis challenge the dominant orientation of education? Second, how can education transform ecological knowledge into consciousness and action? Third, how can the education system be transformed so that sustainability becomes an institutional orientation rather than merely learning content?

This article subsequently proposes the *Ecological Consciousness Transformation Framework* (ECTF) as a conceptual framework connecting educational goals, curriculum, pedagogy, assessment, institutions, and community action.

2. METHODOLOGY

This article employs a conceptual literature review approach. This approach was selected because the purpose of the article is not to test hypotheses through field data collection, but rather to synthesize relevant ideas, research findings, and policies in order to develop a framework for ecological educational transformation.

The sources reviewed consist of three main groups. First, scientific literature on sustainability education, ecological literacy, transformative learning, sustainability competencies, and environmental education. Second, policy documents and reports from international organizations such as UNESCO, UNEP, IPCC, OECD, and the United Nations. Third, studies relevant to the Indonesian context, particularly those concerning climate change education policies and the integration of climate issues into educational materials.

The main literature reviewed includes Orr's work on ecological literacy, Sterling's work on transformative education and sustainability, Mezirow's work on transformative learning, Tilbury's work on environmental education for sustainability, Wals's work on sustainability competencies, and Wiek, Withycombe, and Redman's work on key competencies in sustainability education.

The review was conducted in four stages. The first stage involved identifying key concepts, namely ecological consciousness, sustainability education, climate change education, sustainability competencies, transformative pedagogy, and the whole-institution approach. The second stage involved mapping the problems of ecological education, particularly the knowledge-action gap, curricular limitations, teacher preparedness, and weak connections between learning and local issues.

The third stage involved synthesizing concepts and findings to identify the components required for educational transformation. The fourth stage involved developing the ECTF conceptual framework, integrating six dimensions of educational transformation.

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The analysis was descriptive-critical. The literature was not merely summarized but compared to identify similarities, differences, gaps, and implications for the development of ecological education. In the Indonesian context, particular attention was given to the need to contextualize education according to ecological, social, cultural, and institutional characteristics.

The resulting conceptual framework is not intended to represent an empirically validated model. The ECTF is a conceptual proposition that requires further testing through subsequent quantitative and qualitative research.

3. FINDINGS AND DISCUSSION

3.1 The Ecological Crisis as an Educational Crisis

The ecological crisis reveals the limitations of an educational system that excessively fragments knowledge. Environmental problems do not follow disciplinary boundaries. Deforestation, for example, is not merely a biological issue but is also related to economics, politics, law, culture, agriculture, poverty, and resource governance.

The same applies to climate change. Understanding climate change requires knowledge of atmospheric science, energy, economics, public policy, psychology, communication, ethics, technology, and social justice. Therefore, education that merely places ecological issues within a single subject has significant limitations.

Ultimately, the ecological crisis is also a crisis of ways of thinking. Students need to understand the relationships between natural and social systems. Education must develop systems-thinking abilities so that students can understand causal relationships, feedback loops, uncertainty, and long-term consequences.

Thus, ecological education needs to move from a fragmented approach toward integrative, interdisciplinary, and real-world problem-based learning.

3.2 The Paradox of Education and Unsustainable Development

Education is often assumed to automatically produce a better and more sustainable society. However, this assumption is not always correct. Education oriented toward increasing productivity and consumption can reinforce resource-intensive lifestyles if it is not accompanied by ecological consciousness.

The issue in education, therefore, is not merely how many people receive education, but also what values and orientations education produces.

Education needs to develop ecological knowledge alongside systems awareness, ethical responsibility, critical thinking, decision-making competencies, collaboration skills, and the capacity to generate change. Educational success should therefore not be measured solely through academic achievement but also through its contribution to sustainable ways of living.

The educational question needs to expand from *"How highly educated is a person?"* to *"What kind of human being does education produce?"*

3.3 Ecological Consciousness as an Educational Goal

Ecological consciousness can be understood as the ability to understand the interconnectedness of humans, other organisms, ecosystems, and the Earth system, accompanied by care, ethical responsibility, agency, and willingness to act.

This concept is broader than environmental literacy. Ecological consciousness consists of at least six elements:

1. **Ecological knowledge**, namely an understanding of ecosystems, climate, biodiversity, water, energy, soil, pollution, and resources.
2. **Systems awareness**, namely the ability to understand relationships among the environment, economy, society, technology, politics, and culture.
3. **Ethical orientation**, namely awareness of responsibility toward other people, future generations, living organisms, and ecosystems.
4. **Emotional connectedness**, namely care, ecological empathy, and a sense of place.
5. **Agency**, namely the belief that individuals and groups are capable of contributing to change.
6. **Action**, namely the ability to translate knowledge and values into behavior and concrete action.

Thus, ecological consciousness can be conceptually formulated as:

Ecological consciousness = knowledge + systems awareness + ethical values + emotional connectedness + agency + action.

This concept is important because education that measures knowledge alone cannot demonstrate whether students have truly developed into citizens possessing ecological competencies.

3.4 The Knowledge-Action Gap

One of the major findings of this review is the existence of a gap between ecological knowledge and action. Students may understand the impacts of plastic yet continue to use single-use plastics. They may recognize the importance of clean energy but fail to change their energy-use behavior.

This gap demonstrates that behavioral change is influenced by more than knowledge. Values, emotions, identity, social norms, experience, perceived ability to act, and the institutional environment also influence action.

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Therefore, ecological education must go beyond cognitive learning. Students need direct experiences with the environment, opportunities for reflection and collaboration, and opportunities to see that their actions can generate meaningful change.

Educational goals therefore need to move from:

knowing → understanding → caring → being able to act → creating change.

3.5 Curriculum Gaps and Teacher Capacity

UNESCO data indicate that climate change and biodiversity have not received adequate attention in many curricula. The problem is not simply the absence of content but also the depth and quality of integration of ecological issues.

If climate change is explained only as a scientific concept, students may understand the mechanisms of global warming without necessarily understanding its social, economic, ethical, and local implications.

Teacher capacity is also an important factor. Teachers need scientific literacy concerning climate change as well as the pedagogical capacity to teach complex and often controversial issues.

Teacher professional development needs to move from one-time training toward a continuous process:

Learn → Design → Implement → Measure → Reflect → Improve.

Professional learning communities can be used to help teachers collaboratively develop ecological learning practices.

3.6 The Indonesian Context: From Global to Local

Climate change education in Indonesia needs to begin with local experiences. Students are more likely to understand climate change when the concept is connected to problems they experience themselves.

In coastal areas, for example, learning can examine shoreline changes, marine waste, sea-level rise, and mangrove ecosystems. In agricultural areas, learning can focus on changes in rainfall patterns, soil quality, crop productivity, and food security. In urban areas, students can investigate flooding, air quality, waste, drainage, and transportation.

The principle that can be applied is:

local → regional → national → global.

This approach makes global issues more concrete and enables students to understand that environmental change is not something distant from their lives.

Cultural context is also important. In Indonesia, local community knowledge can serve as a source of ecological learning. In West Sumatra, for example, Minangkabau values and local knowledge can be brought into dialogue with modern ecological concepts. However, such integration does not mean accepting all traditional knowledge without critical examination. A more appropriate approach is to establish a dialogue among scientific knowledge, local knowledge, community experience, and ethical considerations.

3.7 Transforming Educational Goals

Ecological educational transformation must begin with educational goals. Education has traditionally been oriented toward human development, productivity, social mobility, and economic growth.

These goals remain relevant, but they need to be expanded so that human well-being is understood as being dependent upon healthy ecosystems.

The orientation of education needs to shift from:

human development → human and planetary well-being.

This transformation is based on five main principles:

- **Interdependence:** humans are part of nature.
- **Responsibility:** the present generation has a responsibility toward future generations.
- **Justice:** the impacts of ecological degradation are not distributed equally.
- **Care:** relationships with nature should not be based solely on rational calculation.
- **Agency:** students should see themselves as part of the solution.

3.8 Green Curriculum

Sustainability should not be treated as additional content. Sustainability needs to become an orientation of the curriculum.

A green curriculum can include four main components.

First, **ecological knowledge**, including climate change, ecosystems, biodiversity, water, soil, energy, food, pollution, natural resources, and the circular economy.

Second, **social and ethical dimensions**, including environmental justice, inequality, intergenerational justice, environmental rights, responsible consumption, and local community knowledge.

Third, **systems and futures thinking**, which trains students to understand relationships, feedback, risks, uncertainty, and future scenarios.

Fourth, **action and innovation**, which enables students to design solutions, conduct research, collaborate, and develop ecological innovations.

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Under this model, climate change is not taught only in science or geography. Economics, social studies, history, language, arts, religion, technology, and citizenship education can also contribute.

3.9 Sustainability Competencies

Wiek, Withycombe, and Redman identify five key sustainability competencies: systems-thinking, anticipatory, normative, strategic, and interpersonal competence.

In the context of ecological education, these five competencies can be expanded through ecological literacy, ecological empathy, and action competence.

Competency	Focus	Example of Learning Outcome
Systems thinking	Interconnections	Analyze relationships among climate, the economy, and society
Anticipatory	The future	Develop ecological risk scenarios
Normative	Values and ethics	Evaluate alternatives based on justice
Strategic	Change	Design ecological interventions
Interpersonal	Collaboration	Work with communities
Ecological literacy	Natural systems	Explain ecological processes
Ecological empathy	Care	Demonstrate concern for the environment
Action competence	Action	Implement and evaluate ecological projects

Thus, learning outcomes should not stop at the ability to explain climate change. More relevant outcomes include the ability to analyze local problems, evaluate alternatives, consider scientific and ethical dimensions, work with stakeholders, implement interventions, and evaluate their impacts.

3.10 Transformative Pedagogy

Curricular change will not be effective if teaching methods remain oriented toward lectures and memorization. Ecological education requires pedagogy that enables students to experience real-world problems.

a. Place-Based Learning

Learning begins with the students' environment. Rivers, beaches, forests, rice fields, gardens, markets, and residential areas can become learning resources.

b. Problem-Based Learning

Students address real-world problems, for example:

"Why does flooding continue to occur in our community?"

The answer can be investigated through rainfall, land use, drainage, waste, vegetation, settlements, and policy.

c. Project-Based Learning

Projects may include school gardens, waste audits, biodiversity mapping, water conservation, composting, renewable energy, or environmental restoration.

Most importantly, projects should not end with a presentation. They should produce measurable change.

d. Inquiry and Citizen Science

Students can measure temperature, rainfall, water quality, biodiversity, or waste volume. Such activities strengthen scientific literacy and students' connection with their environment.

e. Service Learning

Learning is combined with community service, enabling students to learn while making a tangible contribution.

f. Reflective-Transformative Learning

Students are encouraged to question assumptions about development, consumption, justice, human-nature relationships, and responsibility toward future generations.

These pedagogical approaches shift learning from the transfer of information toward transformation in ways of thinking and acting.

3.11 Assessment Transformation

Assessment is an essential component of educational transformation. What is assessed determines what students and teachers perceive as important.

If assessment measures only memorization, learning tends to become oriented toward memorization. Ecological education requires assessment that measures knowledge as well as competence and action.

Relevant forms of assessment include ecological portfolios containing projects, reflections, data, and evidence of activities; performance assessments involving ecological problem-solving; project assessments evaluating scientific quality, creativity, feasibility, impact, collaboration, and ethical dimensions; behavioral observation to examine the application of sustainability values; and impact evaluation to determine whether projects produce meaningful change.

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Thus, the assessment question changes from:

"Do students know about the environment?"

to:

"Are students able to use their knowledge to generate sustainable change?"

3.12 Institutional Transformation

There is a contradiction when schools teach sustainability while their institutional practices remain unsustainable. Educational institutions must become tangible examples of what they teach.

A Whole Institution Approach can be implemented through sustainable governance, energy efficiency, water conservation, waste reduction and management, local food, low-emission transportation, environmentally responsible procurement, green buildings, ecological research, and student participation.

This transformation turns schools and universities into **living laboratories for sustainability**.

3.13 Universities as Centers of Ecological Transformation

Higher education institutions occupy a strategic position because they undertake education, research, community engagement, and governance.

University success should not be measured solely by the number of environmental courses offered. Broader indicators include the number of research projects addressing ecological problems, reductions in energy and water consumption, waste management performance, student participation in ecological projects, and the transfer of innovations to communities.

Universities can also become centers for ecological technology and policy development. Different faculties can collaborate to address complex problems such as coastal management, food security, energy, disasters, and the circular economy.

3.14 Digital Technology and Ecological Literacy

Digital technology can expand ecological learning through GIS, climate change simulations, biodiversity databases, citizen science, environmental monitoring, and artificial intelligence-based modeling.

However, digital technology also has an ecological footprint in the form of energy consumption, electronic waste, data center requirements, and mineral use.

Therefore, students need ecological digital literacy. The educational question should not only be:

"What can technology do?"

but also:

"What should technology do for the well-being of humans and the planet?"

3.15 Islamic Education and Ecological Ethics

Ecological consciousness is ultimately an ethical issue. Science explains what is happening, technology demonstrates what can be done, while ethics helps determine what ought to be done.

In the context of Islamic education, the principles of *khalifah*, *amanah*, *mizan*, *wasathiyah*, responsibility, and the prohibition of excess can serve as sources of values for ecological education.

This approach can be developed into an Islamic ecopedagogy that connects environmental knowledge with human responsibility toward creation. The integration of religious values is not intended to replace scientific knowledge but to strengthen the moral and spiritual dimensions of ecological decision-making.

3.16 Ecological Consciousness Transformation Framework (ECTF)

Based on the synthesis of the literature, this article proposes the **Ecological Consciousness Transformation Framework (ECTF)**, consisting of six dimensions.

Dimension 1: Ecological Education Goals

Education is redirected from human development alone toward human and planetary well-being.

Dimension 2: Green Curriculum

The curriculum integrates climate, biodiversity, ecology, justice, ethics, and sustainability across disciplines.

Dimension 3: Transformative Pedagogy

Learning employs place-based, problem-based, project-based, experiential, inquiry-based, community service, and reflective approaches.

Dimension 4: Ecological Assessment

Assessment measures knowledge, competencies, values, reflection, problem-solving, collaboration, and action.

Dimension 5: Institutional Transformation

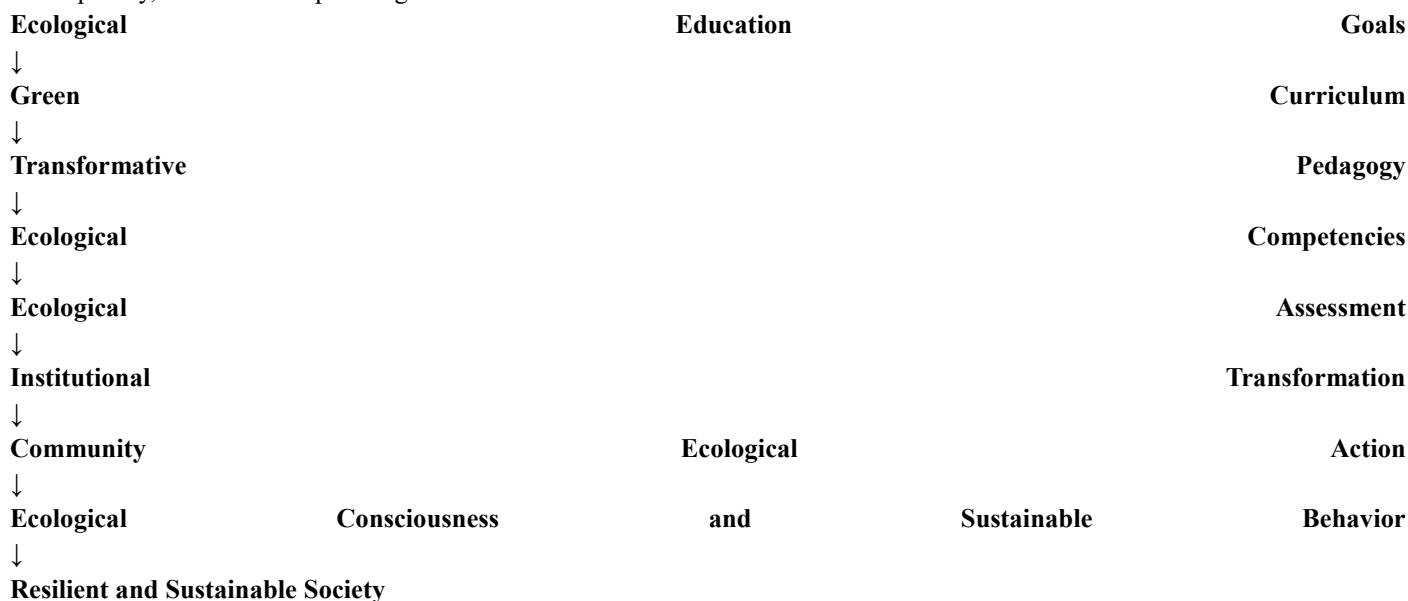
Schools and higher education institutions transform the management of energy, water, waste, transportation, procurement, infrastructure, and governance.

Dimension 6: Community-Based Ecological Action

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Educational institutions collaborate with communities, governments, businesses, local organizations, and environmental organizations.

Conceptually, the relationship among the six dimensions is:



The ECTF is cyclical. Community action generates new experiences and knowledge that can subsequently renew curricula, pedagogy, research, and policies.

3.17 From Awareness to Ecological Agency

Educational transformation can be understood through seven stages:

12. **Awareness:** students become aware of ecological problems.
13. **Understanding:** students understand problems scientifically.
14. **Connectedness:** students connect global problems with local contexts.
15. **Ethical reflection:** students consider justice and responsibility.
16. **Agency:** students believe they are capable of taking action.
17. **Collective action:** students work together to develop solutions.
18. **Transformation:** action produces changes in behavior, institutions, or communities.

Thus, the ultimate goal of education is not merely **ecological awareness**, but **ecological agency**.

3.18 Implementation Strategies

Ecological educational transformation requires policy support. Several strategies can be developed.

First, **national ecological competency standards**. Minimum competencies may include climate literacy, biodiversity literacy, systems thinking, ecological ethics, mitigation, adaptation, disaster resilience, and ecological citizenship.

Second, **curriculum audits**. Every curriculum should be examined based on climate content, biodiversity, local context, interdisciplinary integration, and action orientation.

Third, **teacher competency development**. Teacher education should integrate ecological science, sustainability pedagogy, local ecology, action research, and community engagement.

Fourth, **ecological laboratory development**. Schools and universities can develop ecological gardens, weather stations, water laboratories, biodiversity laboratories, and energy laboratories.

Fifth, **ecological service learning**. Students can participate in community ecological projects in a structured and measurable manner.

3.19 Measuring Success

Transformation will not be effective without indicators of success. This article conceptually proposes the development of an **Ecological Consciousness Index (ECI)**.

The ECI may consist of:

$$ECI = K + S + V + A + B + C$$

where:

- **K:** ecological knowledge;
- **S:** systems thinking;
- **V:** ecological values;
- **A:** agency;
- **B:** sustainable behavior;

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- **C:** community action.

Measurement can employ a combination of psychometric instruments, performance assessments, portfolios, observations, behavioral data, and institutional data.

At the institutional level, a **Green Education Index** can be developed, incorporating curriculum greening, teacher competencies, environmental performance, student participation, ecological research, and community engagement.

A multidimensional measurement approach is more appropriate than relying solely on knowledge tests because ecological consciousness is a construct encompassing cognitive, affective, social, ethical, and behavioral dimensions.

3.20 Research and Leadership Agenda

Several research questions remain to be developed. First, the relationships among knowledge, values, attitudes, ecological identity, agency, and action need to be empirically examined. Second, the effectiveness of various pedagogical approaches needs to be compared. Third, valid and reliable instruments for measuring ecological consciousness need to be developed.

Research should also consider the influence of culture and local context. Ecological education cannot fully rely on a single model for all regions.

In addition to research, leadership is an important factor. Educational leaders need the capacity to formulate sustainability visions, allocate resources, support teachers, build partnerships, use scientific evidence, and serve as role models.

Educational leadership needs to shift from administrative leadership toward **transformative-ecological leadership**.

4. CONCLUSION

The ecological crisis demonstrates that education faces a more fundamental challenge than merely the need to add environmental content to the curriculum. Issues of climate change, biodiversity loss, pollution, resource exploitation, and ecosystem degradation indicate that education needs to reconsider its goals, learning processes, assessment practices, and relationships between educational institutions and communities.

This review identifies three major gaps. First, there is a gap between knowledge and action. Ecological knowledge does not automatically produce sustainable behavior. Second, there is a gap between curriculum and institutional practice. Educational institutions may teach sustainability without necessarily practicing it. Third, there is a gap between global discourse and local experience. Students often learn about climate change and environmental issues as global problems without sufficiently strong connections to the ecological problems surrounding them.

In the Indonesian context, these challenges are reinforced by the need to improve coordination between climate change policies and education policies and to strengthen local contextualization in learning. Ecological education needs to connect global issues with floods, droughts, changing rainfall patterns, coastal degradation, agriculture, forestry, waste, biodiversity, and disasters in students' environments.

Based on the synthesis of the literature, this article proposes the **Ecological Consciousness Transformation Framework (ECTF)**, consisting of six dimensions: (1) ecological education goals, (2) green curriculum, (3) transformative pedagogy, (4) ecological assessment, (5) institutional transformation, and (6) community-based ecological action.

The framework demonstrates that ecological education must move from education *about* the environment toward education *for* ecological responsibility and the sustainability of life. Its ultimate goal is not merely to produce graduates who understand environmental problems but to develop citizens, teachers, professionals, researchers, leaders, and communities who possess the knowledge, values, care, competencies, and agency required to create meaningful change.

Educational transformation also requires a change in how educational success is understood. Success should not be measured solely through examination scores and mastery of content. Education should also be assessed based on changes in ways of thinking, the development of care, the ability to collaborate, problem-solving abilities, behavioral change, and contributions to the environment and society.

Schools, madrasahs, Islamic boarding schools (*pesantren*), universities, and other educational institutions therefore need to become tangible examples of sustainability. Classrooms can become laboratories for solving ecological problems, curricula can serve as bridges between knowledge and values, teachers can become facilitators of transformation, students can become agents of change, universities can become centers of innovation, and communities can become partners in knowledge production.

Ultimately, reimagining education for a sustainable future means reimagining the meaning of being an educated human being. Future education should not only teach people how to live better but also how to live responsibly within the ecological boundaries of the planet that make life possible.

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