



Civic Engagement in Promoting Urban Ecological Awareness

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Abstract. This study examines the role of Community Citizenship Education (Civic Engagement) in fostering ecological awareness within urban communities, focusing on the utilization of Child-Friendly Integrated Public Spaces (RPTRAs) in Jakarta as a case study. Employing a cultural value orientation and ecological citizenship theory as the analytical framework, this research aims to elucidate the significance of civic engagement in environmental education. The involvement of various stakeholders, including government bodies, educational institutions, corporations through Corporate Social Responsibility (CSR) initiatives, and social organizations, has facilitated the establishment of a collaborative platform for promoting green public spaces. Findings reveal that the existing 296 RPTRAs in Jakarta serve not only as recreational and social venues but also as effective mediums for civic engagement activities, thereby enhancing ecological consciousness among children and the broader urban population. However, the study identifies challenges such as the need for improved human resource quality, better facilities, and financing in RPTRA management. The research underscores the pivotal role of civic engagement in environmental stewardship and the potential for RPTRAs to serve as a model for other urban areas.

Keywords: Civic Engagement, Ecological Awareness, City Community, RPTRA

1 Introduction

1.1 Background of the problem

As the nation's capital, Jakarta is expected to improve the quality of life of the people from an ecological perspective. Because, even though it is a center of competition and a shift in technology-based material orientation, urban communities are still found to have cases of behavior that result in an ecological crisis. For this reason, in the midst of population density, city residents still need Public Space, namely a combination of the natural, built and social environment as a facility for social interaction. The aim is to become a social facility in the midst of a dense population, so that an environment that is safe, comfortable, orderly and full of peace can be created.[1] emphasized that in order to create a better city atmosphere, it is not only supported by technological factors, but also character education factors as social capital.

This requires individual and community awareness and behavior that continues to uphold moral values and ecological wisdom.[2]

Until now, Jakarta is still faced with the dynamics of population, utilization and environmental management issues which are not running well. According to 2018 DKI Jakarta population statistics, one of the reasons is population growth and urbanization which has reached more than 10 million people per year.

The data shows that the population of Jakarta in 2017 was 10,177,924 people, while in 2018 it was 10,467,629 people. With the population increasing from year to year, while land is not increasing, it is becoming narrower and residential management tends to be irregular, so the city of Jakarta is automatically experiencing "involution" [3] (Kompas, Tuesday 31 March 2020).

On the other hand, public awareness of the environment tends to be weak. It is proven that the problems occurring in Central Jakarta, North Jakarta, West Jakarta, East Jakarta and South Jakarta are irregular. For example, River Watersheds (DAS), as well as Green Open Spaces (RTH) as social facilities, previously received little attention from various parties, but since 2015-2017 changes have been made involving various elements.

Considering that green open space is a social facility, [4] emphasized that green open space is shared property, not only the local government but all local residents. The aim is for people to have a sense of empathy to utilize and maintain its existence. Because maintaining public facilities is the right and obligation of the community, local government and social groups so that the program continues. This view is reinforced by [5] who says that building public facilities requires policy and continuous evaluation, especially when talking about the city of Jakarta.

Because one of the big problems often faced by the people of Jakarta and other urban communities from time to time is the problem of weak environmental awareness (ecology).[6] This means that environmental wisdom is considered an issue that has been left behind or abandoned, because the development planning process often does not pay attention to the impact of ecological wisdom [7] and [2] Therefore, it is necessary to conduct a study regarding the urgency of ecology-based Civic Engagement in an effort to build environmental awareness (ecology) in urban communities.

Departing from this background, the author was motivated to examine the existence of Green Open Public Spaces (RPTH) which were formed as Child-Friendly Integrated Public Spaces (RPTRA) in Jakarta. Because from time to time the environment always becomes a problem for urban communities, and does not receive serious and sustainable attention from the parties concerned.

As an analytical tool, this study uses one of the approaches to cultural value orientation theory, especially the view of human life towards nature, developed by Cidle Klukchon (Koentjaraningrat, 1974) and further strengthened by [8] through the ecological theory developed by [9] So it is hoped that the results of the study can be used as a consideration for the community in maintaining harmony with the environment. Referring to the theory developed by Bronfenbrenner that there is reciprocity between individuals, groups and the environment. On this basis, researchers were motivated to conduct a study with the theme Civic Engagement; Strategies, Policies and Challenges in Building Ecological Awareness of Urban Communities.

1.2 Objective

Academically, this study is expected to develop and strengthen the study of

Community Citizenship Education (Civic Engagement) through an urban ecological wisdom approach. Then practically, the results of the study can contribute in determining regulations for the DKI Jakarta Government, so that in determining various policies for developing Community Citizenship Education that adheres firmly to the values of ecological wisdom, because the real urgency of Citizenship Education is not only school-based but also community-based.

2 Research Method

Based on the research focus on ecological-based Civic Education (Civic Engagement), the main informants selected were RPTRA/RPTH managers, relevant service officials at the sub-district, sub-district levels, as well as public officials in the South Jakarta city area. Other supporting informants are PKK mothers, teenagers, and community members who can provide sources of supporting information. Furthermore, in order to complete and strengthen the data, it is strengthened with a literature review (books, e-books, journals, e-journals, articles, social media, and other popular media such as photo documentation, maps, and other document sources).

Through a qualitative approach (Qualitative Research), it is hoped that it can enter into the lives of certain communities, including events, behavior, organizational functions, social movements [10] [11] [12] [13] studies, researchers started their investigations not only by adhering to one particular theory, but rather by adhering to other studies related to that field for further exploration, interpretative, descriptive and concluding.

3 Results And Discussion

3.1 Child Friendly Integrated Public Space (RPTRA)

Based on data collected by researchers, from 2015-2019 the DKI Jakarta Provincial Government has established 296 RPTRAs in each sub-district and 2018 is the last period for RPTRA construction, because land that has the status of belonging to the DKI Jakarta Regional Government is very limited.

Based on data, it was noted that the areas with the highest number of RPTRAs were in the East Jakarta and North Jakarta Administrative City areas with 64 RPTRA units each. Then a total of 228 other RPTRA units in DKI Jakarta were built using the DKI Jakarta APBD, and 68 RPTRA units were built with Corporate Social Responsibility (CSR) financing from the Company as a working partner of the DKI Jakarta Government.

Based on the data, the sub-districts with the highest number of RPTRAs are in Tanjung Priuk District with 19 units, Cengkareng District 17 units, Cakung District 16 units, Cilincing District 13 units, Kembangan District 13 units, Jagakarsa District 12 units, Kelapa Gading District 12 units, Tanah Abang District 11 units, Pasar Minggu District 11 units, and Duren Sawit District 11 units. The rest are spread throughout other sub-districts/districts. Next is data on the RPTRA development period from 2015 to 2019 in DKI Jakarta described in the following graphical form:

Based on data, it can be concluded above that the most successful data for building RPTRAs was in 2017, the remainder for 2018-2019 is the year of completion of the last development stage, so the next stage is the process of evaluating the operational services of each RPTRA unit in each sub-district.

As a formal organization under the wing of the DKI Jakarta Government, the legal basis for the establishment of RPTRA actually consists of several statutory regulations, including; 1. Law Number: 23 of 2002 concerning Child Protection and amended to Law Number 35 of 2014, 2. Decree of the Minister of State for Women's Empowerment and Child Protection Number: 56 of 2010 concerning the Appointment and Determination of Provinces that Develop Decent Regency/Cities Child. 3. Regulation of the Minister of State for Women's Empowerment and Child Protection Number: 12 of 2011, which states that; Children's rights are part of human rights that must be guaranteed, protected and fulfilled by parents, family, society, government (state). 4. Governor Regulation Number: 122 of 2014 concerning the Community Empowerment Movement through Family Empowerment and Welfare, and 5. Governor Regulation Number: 196 of 2015 concerning RPTRA Development which refers to the Guidelines for the Development of Child-Friendly Integrated Public Spaces. Furthermore, the organization of management starts from the provincial, administrative city, sub-district, sub-district levels, and ultimately governance is at the sub-district level.

3.2 The Urgency of RPTRA for the Community

Child-Friendly Integrated Public Spaces (RPTRA) are Green Open Spaces (RTH) as a place for play and children's growth and development, infrastructure and facilities for partnerships between the Regional Government and the community in meeting children's rights needs as well as social facilities in the form of developing community knowledge and skills, family information and consultation centers, as well as economic and social empowerment areas.[14]

The construction of these social facilities is a program of the DKI Jakarta Government for the 2013-2019 period in an effort to create a Child Friendly City (KLA). Because one of the indicators of a Child Friendly City is the availability of adequate public interaction space for children [15]

So what is the importance of Green Open Public Spaces for society? The importance for urban communities is the availability of adequate public space that accommodates the various needs and interests of children's growth and development, so that outdoor social interaction activities feel safe and comfortable. Because the city of Jakarta, with an area of around 661.52 km², has 2,238,209 residents, children aged 0-17 years or around 4.5% of the total population of DKI Jakarta, which requires open space for the public.

As an effort to overcome social problems, the DKI Jakarta Provincial Government built RPTRAs in several areas of the city of Jakarta, especially in open park areas by changing the concept of some green spaces to be equipped with multi-functional meeting rooms. The aim is that it can be used as a facility for children's motor development. The advantage of this public space is that it is easily accessible to people of all ages, is not exclusive and can be used to carry out empowerment activities. Referring to the opinion of [16] who classifies public spaces into two, namely; public spaces that are inside the building (internal), and public spaces that are outside the building (external). Based on these criteria, generally RPTRAs have met the criteria, because they are physically equipped with internal (indoor) and external (outdoor) public spaces.

The question is why are children the object of this study? because children are citizens who are not yet 18 years old and need a fostered area, including children who are still in the womb (Regulation of the State Minister for Women's Empowerment and Child Protection No. 12 of 2011 concerning Indicators for Child Friendly Cities). On the other hand, children are a phase of human growth to become adults, so they need support from elements inside and outside space. The aim is to support cognitive, physical, social and psychological (child emotional) development, as well as spiritual development.

In connection with the Minister of State for Women's Empowerment and Child Protection Regulation No. 12 of 2011 concerning Indicators for Child Friendly Districts/Cities, states that Child Friendly Cities (KLA) are districts/cities that have a development system based on children's rights through integrating the commitment and resources of the government, community and the business world in a comprehensive and sustainable manner.

Therefore, RPTRA is included in the criteria of social facilities that contribute to supporting children's growth and development through educational and socio-cultural approaches. However, according to [17] [18] RPTRAs must still be controlled and evaluated regarding their use for the community. Because RPTRA has absolute requirements, for example; 1. The distance between the playground and nearby residents' residences, 2. The availability of playground facilities; 3. Support for parental supervision of children, and 4. Determine the location and design of the play area. Then, the role of RPTRA as a means/container for developing life skills (life skills) for urban children and teenagers was also stated by [19] [20] [21].

Then based on DKI Jakarta Gubernatorial Regulation No. 196 of 2015, Child-Friendly Integrated Public Spaces (RPTRA) are places and/or open spaces that combine citizen activities and activities by implementing 10 (ten) Main Family Empowerment and Welfare Programs (PKK) to integrate with the Child-Friendly City program. Regarding this view, the urgency of RPTRA shows that there are efforts to fulfill children's rights and the environment, thereby supporting the realization of a Child Friendly City (KLA).

Paying close attention to this description can illustrate the efforts and commitment of local governments in protecting and transforming children's rights, so that they can live, grow, develop and participate optimally in accordance with human dignity and receive protection from violence and discrimination.

Therefore, management requires creative and innovative ideas to suit community needs. For example, every day service activities are always visited by 400 to 500 community members consisting of children, adults and the elderly (Taman Sawo RPTRA Management Data, 2018/2019).

Considering that RPTRA is under the guidance coordination of the DKI Jakarta Government, it has been formally equipped with a vision and mission, namely "To Achieve an Integrated, Harmonious and Positively Behaving Jakarta Community. This vision is reinforced by the mission, namely "Achieving a Child Friendly City". Referring to Gubernatorial Regulation No. 196 of 2015, the DKI Jakarta Provincial Government wants to create a Child Friendly City through the RPTRA program.

Based on the results of researchers' observations at the research location as well as the results of previous research conducted by Malau (2017), the aim of establishing the RPTRA is; a. Realizing the concern and commitment of the DKI Jakarta Government towards children's rights, b. Realizing the fulfillment of children's rights to grow, develop and participate optimally in accordance with human dignity, c. Realizing the regional government's commitment to community rights, especially the availability of facilities for children's growth and development areas, d. Realizing the commitment of the Regional Government, especially to become a child-

friendly city, e. Helping achieve (10) PKK main programs, f. Creating green open public spaces as water catchment areas, and g. Realizing the availability of public social facilities.

Considering these functions and objectives, the RPTRA has become a public service facility with social value, including services to children, community empowerment, and social disaster services. Social services for children include; Early Childhood Education for Toddler Families (BKB-PAUD), Integrated Service Post (POSYANDU), Children's Library, Children's Sports, Children's Playground, and Children's Creative Services which include arts and culture. Empowerment services to the community, in the form of; Activities to develop 10 main PKK programs, PKK Mart, sports, arts and culture, and various other forms of training and empowerment. Disaster services include; one of the evacuation areas in the event of floods, fires and other social disasters.

3.3 RPTRA as an Object of Civic Engagement Study

As explained in the previous section, education is a conscious effort to shape and change children's attitudes, behavior, values and competencies through formal, informal and non-formal learning media, so that changes occur that can be implemented in life. social society. Thus, one tool for building awareness of rights and obligations in society is through the education process.

Furthermore, Professor of Citizenship Education, Indonesian Education University, Prof. Dr. Abdul Azis Wahab, and Prof. Dr. Dasim Budimansyah, M.Sc., emphasized that in various studies on Civic Education, conceptually education is actually an effort to build and develop the potential of citizens so that they have character, integrity and competence that are meaningful in life.

Related to this research, Civics can be used as a basis for consideration in building citizens' ecological awareness. In the future, it is hoped that Civics will not only run at an academic level. Meanwhile, practically it has not been able to touch human values, nobility, honesty, civility, and let alone build maximum public awareness.

Then, if we refer to the state's goals through the educational aspect, as stated in the 1945 Constitution of the Republic of Indonesia, especially "to make the life of the nation intelligent and promote general welfare", apparently we have not yet achieved maximum results, meaning that not all citizens understand the goals of the country. On the basis of the country's goals, it is practically necessary to have Community Citizenship Education (Civic Engagement), the aim of which is to contribute to building citizens' awareness, especially of their environment, to make it better and more civilized.

Through Citizenship Education which is implemented in schools from primary, secondary, to higher education levels, it means that it needs to be implemented in society, the aim is to create citizens who are able to participate effectively, intelligently, democratically, civilized and responsible for individuals and the environment. This opinion is reinforced by that Citizenship Education is oriented towards two balances, namely:

1. Increase students' knowledge and skills regarding ethics, morals and principles in national and state life.
2. Forming attitudes, behavior and personality in accordance with the noble values of the Indonesian nation.
3. This orientation can be explored in a "holistic" way, so that students do not just understand scientific concepts and principles, but practically have the intelligence to act by wisely using scientific concepts and principles that they have mastered in real life with full awareness and responsibility.

Through the Civic Engagement study approach, it is possible for citizens to participate intelligently and responsibly in various dimensions of life, so that they can form attitudes and behavior that care (respect) for their social environment. Remembering that the essence of education is not only to form citizens who are academically intelligent, but also intelligent in behaving in social life.

This view is confirmed that through Community Citizenship Education (Civic Engagement) it is believed that it can form the character of good citizens (to be good citizenship), so that it will foster the life of a "civic community" or "civil society" which is based on Pancasila ideological values starting from the first principle to the fifth principle.

However, in social life in urban areas, there are still many people's behavior that do not involve good citizenship, for example; lack of awareness regarding environmental problems, both the physical environment and the social environment, the existence of groups that glorify certain social strata, so that they can weaken other groups, the practice of intolerance and "dehumanization", lack of cooperation, weakening of mutual cooperation and solidarity, and attitudes and individualistic behavior in community life.

In response to this research study, the practice of Community Citizenship Education (Civic Engagement) in DKI Jakarta has actually been implemented through social service facilities. It is proven that these services are carried out at the Sawo Park RPTRA, and in general the community appreciates them very positively, especially in developing and empowering the community.

What this means is that the social facilities that have been built have proven to be not only beneficial for children, but also beneficial for the general public around them. Not just as a public area for children's play, but has an impact in building ecological awareness of urban citizens.

This statement can be interpreted as meaning that through service studies, at least it can become capital to strengthen the social and community education process for children, teenagers and the general public. Likewise, through service learning facilities at formal educational institutions it can be followed up in the community in the form of community service based on material learned at formal educational institutions.

Furthermore, the social service method is through a learning process not only through formal educational institutions, but more than that, so it is necessary to consider policies related to community needs. Regarding management and service management RPTRA has provided two types of services, namely; service in the sense of volunteering (voluntary service) and service in the form of community empowerment (service community) involving the collaboration of various parties. This statement is reinforced by Giles and Chloe (2013) who emphasize that: Service learning is a pedagogy that combines academic studies with community services, and the learning is enhanced by international and regular reflection. This statement can be simply described as follows:

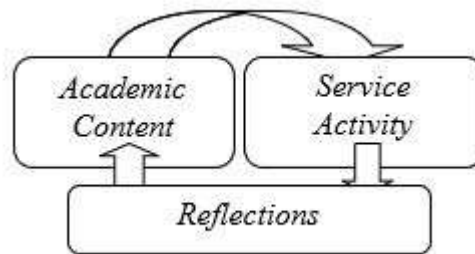


Figure 1. Relationship between service learning and social services

Based on the image media above, educational services are very important academically, but practically Community social services are equally important. RPTRA as one of the objects of study of community social services (Service Community), through its governance is required to be able to provide services that are socially responsible, namely services that are responsive to children, as well as other community social services.

3.4 Implementation of Civic Engagement in Building Ecological Awareness

Through a Civic Engagement approach referring to the Taman Sawo RPTRA case study, children and the community are taught to be sensitive, responsive, and participate in community life, especially regarding building ecological awareness. Through the community service approach as stated social services through the education sector can be carried out in at least four types, namely;

1). Direct service learning.

What this means is social services carried out face to face between managers and children, RPTRA managers and parents, and RPTRA managers with the general public and the elderly, so that services have implications for the real community.

2). Indirect service learning.

It means Social services have an impact on the environment, but need to consider historical relationships and local cultural wisdom.

3). Advocacy service learning

This means that RPTRA collaborates with related institutions for purposes providing advocacy (consultation), psychology, mentoring and community empowerment services.

4). Research service learning

This means that apart from providing assistance and community empowerment, RPTRA management activities also carry out data collection, especially service activities, the aim is to study and evaluate the performance of social services.

Based on the explanation above, if studied from the perspective of Community Citizenship Education (Civic Engagement), RPTRAs have an important role for the people of the city of Jakarta. This means that it not only needs to be established, but needs to be managed and functioned optimally by involving various parties. It is the process of functioning that needs to be considered together in an effort to build public awareness (civic awareness) and citizen participation (civic participation). Community involvement in the context of civic engagement

needs to be based on community awareness without any element of coercion, whether from individual or group elements.

Through DKI Jakarta government policy during the Governor Basuki Tjahaya Purnama (BTP) program *Education for Sustainable Development (ESD)* is addressed and considered to have great potential to connect the distance between the world of business, the world of education and the general public. For this reason, the RPTRA establishment program is part of the continuation of the program *Education for Sustainable Development (ESD)*, so that it can be used as a close link between community members and then packaged in the form of ecological awareness education.

Through collaboration between Corporate Social Responsibility (CSR), companies, universities and other social institutions are given a role to participate in building social facilities, with the aim of children having a place or area to play and developing their talents and interests, so that the RPTRA has a function that the benefits can be felt by society.

Regarding the role of RPTRA for the community, it is actually a practical forum in the world of education, especially non-school education services, namely Community Citizenship Education (Civic Engagement). Associated with *Education for Sustainable Development (ESD)*, the position and role of RPTRA can be described as follows:

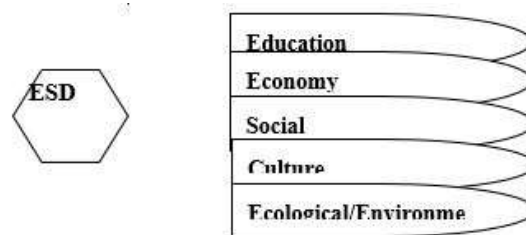


Figure 2. Role of RPTRA regarding ESD Implementation

Based on the fig. 2, it can be a consideration in determining development policies in urban areas, one of which is building social facilities in a sustainable manner. Through the development of public spaces, social services (Community Services) can be provided, so that directly or indirectly the community can obtain positive value. Based on this explanation, the RPTRA development policy covers various issues, including;

a. Education Issues

The issue developed by the DKI Jakarta regional government through RPTRA in the field of education is not school education, but Community Citizenship Education (Civic Engagement). The message contained in this issue is that Civics is not only in the academic world, but is practically more than that. Because children and people of all ages can benefit from social facilities in the form of green public spaces as a means of community empowerment.

b. Socio-economic issues

The issues developed by the DKI Jakarta government along with the establishment of the RPTRA are not merely economic issues, but issues that are oriented towards social values (socio-entrepreneurship). This means that both children, teenagers and parents (mothers) are also given the opportunity to broaden their knowledge through economic empowerment. For example, in the form of assistance, training on packaging home industry products, assistance with consumption and production patterns. For this reason, all mentoring and empowerment programs involving children, teenagers and parents in the areas where RPTRAs are established

generally provide pure social services without any fees. Then through socio-economic issues, the groups that benefit in various areas where RPTRAs are established are MSMEs.

c. Socio-Cultural Issues

In an effort to support the development of children's talents and interests, every RPTRA in Jakarta has become a center for developing traditional arts and culture creativity in the form of; dance, music, silat, and various other arts competitions). Directly or indirectly, in fact, if the DKI Jakarta Government, especially the Culture and Tourism Department, can seize opportunities, it will automatically be able to look for talented artists, so that it can support the region in maintaining and developing culture.

d. Political-Democratic Issues

Related to the rights and obligations of citizens through democratic education in the sense of issues of public openness, issues of awareness and legal order, rights and obligations of citizens, management and assistance for the impact of population growth in urban areas due to urbanization, regional government political policies in overcoming hunger, issues of managing health awareness, as well as other social rights.

e. Environmental Awareness Issues

This issue is carried out by providing assistance with environmentally conscious community behavior, both in the physical and social environment. This program can involve CSR companies, higher education institutions, non-governmental organizations, as well as related parties who are concerned with pro-environment programs. In relation to environmental issues, the role of RPTRAs is besides being used as a facility (laboratory) for Community Citizenship Education (*Civic Engagement*), actually can be utilized as a social service space in the context of disaster risk management for local communities. On the other hand, it can be used as; agent for socializing citizens in building awareness and protecting the environment (ecology), agent for socializing the use of natural resources for local residents, socializing agent for dealing with urban environmental damage, as well as empowering agent for the sustainability of the availability of clean water for local residents.

Based on these issues, RPTRA is a sustainability issue based on *Education for Sustainable Development* (ESD), so it is hoped that it will not only guide, shape and develop children's creativity to be aware of the environment, but are expected to be able to think about strategies for preserving and empowering the environment.

Mathar emphasized that the Education for Sustainable Development (ESD) program develops the knowledge, skills, values and views needed by society, so that they can contribute sustainably related to the values of ecological, social and cultural awareness.

Based on this view, RPTRA as a public space for social services is a follow-up to the Education for Sustainable Development (ESD) program which is non-formal in the field of community service education (Service Community) and is supported through community empowerment programs based on ecological values. The program works together by involving various elements; Higher Education, Non-Governmental Organizations (NGOs) and Corporate Social Responsibility (Company CSR).

This means that learning that involves children and the general public by utilizing public facilities can change people's attitudes and behavior to become more sensitive to environmental awareness. Because awareness regarding the existence of ecology for society is absolute. Therefore if linked to the orientation of Community Citizenship Education (*Civic Engagement*), RPTRA also supports the implementation of environmental awareness education, so that it becomes the weight of applied Citizenship Education studies in society.

This view is reinforced by Herman [18] explains that "...value is neither taught nor caught, it is learned", meaning that the substance of value education is not merely captured and

taught through formal educational institutions, but rather digested so that it can be implemented by individuals and social groups as adaptive capital for urban communities. It can be further emphasized that the aim of education when using the Civic Education approach is to produce good, civilized, cultured, moral and characterful citizens, it is not enough to just do it in school institutions, but needs to be implemented practically in community life.

4 Conclusion

The study concludes that Child-Friendly Integrated Public Spaces (RPTRAs) in Jakarta significantly contribute to fostering ecological awareness among urban populations through civic engagement. The collaborative efforts of government, educational institutions, corporations, and social organizations in managing these spaces highlight the integral role of multi-stakeholder involvement in environmental education. Despite the challenges related to governance, resources, and financing, the initiative demonstrates the potential of RPTRAs as platforms for community citizenship education. This study suggests that future government programs should continue and expand upon the use of public facilities for civic engagement, with an emphasis on addressing the identified challenges to maximize their impact on ecological consciousness. Further research is recommended to explore the effectiveness of similar initiatives in different urban contexts and to identify strategies for overcoming the challenges associated with managing public spaces for environmental education.

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