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## **Integration of Environmental Concern Values In The National Legal System As An Effort To Strengthen Ecological Citizenship Through The Role of FDLH In Balikpapan City**

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**Abstract:** The integration of environmental concern values into the national legal system is a strategic step in fostering ecological awareness and responsibility among citizens. This study examines how these values are implemented through Law No. 32 of 2009 on Environmental Protection and Management, alongside the active role of the Regional Environmental Forum (FDLH) in Balikpapan City in strengthening ecological citizenship. A qualitative case study approach was employed to explore FDLH's contributions in educating the public, encouraging civic participation, and advocating sustainable environmental policies. The findings reveal that FDLH plays a crucial role as a bridge between society, government, and businesses in promoting environmental concern values embedded in national law. However, challenges remain in law enforcement and public participation, which require enhanced institutional capacity and more systematic environmental education. This study offers strategic recommendations to improve the effectiveness of integrating environmental values in both legal frameworks and social practices, aiming to realize sustainable ecological citizenship at the local level.

**Keyword:** Environmental Value Integration, National Legal System, Ecological Citizenship, Environmental Forum

### **INTRODUCTION**

Environmental problems are increasingly complex along with the increase in human activities that are not environmentally friendly. Climate change, pollution, deforestation, and ecosystem damage not only have an impact on nature conservation, but also cause multidimensional crises ranging from social, economic, to political (Rosmini., R & Suryaningsi, S 2024). In the global context, environmental issues have become the main focus in achieving the Sustainable Development Goals (SDGs), especially Goal 13 (Handling Climate Change), Goal 15 (Terrestrial Ecosystems), and Goal 16 (Peace, Justice, and Resilient Institutions). These three goals are interrelated in an effort to encourage ecological justice and

social resilience through legal governance and public participation (Cottey, A., 2022); Mardiana, R., 2023).

As a country of law and democracy, Indonesia has a constitutional responsibility to protect the environment for the sustainability of future generations. (Noviatnto, E., et al. 2024) These efforts have been accommodated in various national legal products, such as Law No. 32 of 2009 concerning Environmental Protection and Management (Besselink, T., & Yesilkagit, K., 2021; Nuraini, F., 2024).. However, in practice, weak implementation of the law and low ecological awareness of citizens are still a major challenge. This condition shows that environmental conservation is not enough to be a state task alone, but requires the active participation of citizens in the form of consistent attitudes, actions, and social supervision (O'Neill, J., 2022; Lestari, R., 2024).

In the local context, Balikpapan City is an area that is experiencing ecological pressure due to rapid industrial growth and urbanization. The impacts of land conversion, water and air pollution, and intensive exploitation of natural resources require a collective response from various elements of society (Pereira, J. C., & Saramago, A. 2020). To answer these challenges, the Regional Environment Forum (FDLH) was formed as a participatory forum involving the community, academics, and local governments in efforts to preserve the environment (O'Connor, S., 2023). FDLH has the potential to be a catalyst in building ecological citizenship, which is the concept of citizens who not only understand their rights and obligations, but also have moral responsibility for environmental sustainability (Mulyadi, S., 2021; Putzer, A., et.al., 2022).

However, in its implementation, there are still several problems. First, the lack of integration of environmental concern values into the national legal system substantially and operationally. Second, the challenge of implementing environmental laws at the regional level which is often hit by economic interests and weak supervision. Third, the weak role of FDLH in strengthening the ecological awareness of the community, both due to limited structural support and low legal and environmental literacy of citizens.

Therefore, this study aims to analyze the extent to which the value of environmental concern has been integrated in the national legal system; examine the effectiveness of FDLH's role as an agent of ecological citizenship at the local level, especially in Balikpapan City; and provide strategic recommendations to strengthen synergy between law, community participation, and environmental institutions to realize sustainable development in accordance with the principles of the SDGs.

## METHOD

This research uses a descriptive qualitative approach, which aims to understand and describe in depth the integration of environmental concern values in the national legal system, as well as how these values are implemented at the local level through the role of the Regional Environment Forum (FDLH) in Balikpapan City. This approach is suitable to be used to examine social and normative problems related to law, civic education, and the environment.

This type of research is a normative-empirical qualitative study, which combines normative studies: to examine laws and regulations and legal documents related to environmental protection and ecological citizenship. Empirical study: to explore the realities on the ground regarding the implementation of environmental policies and the role of FDLH through interviews, observations, and documentation. This research was conducted in Balikpapan City, East Kalimantan, with a focus on activities and policies involving the Regional Environment Forum (FDLH) and related agencies such as the Environment Agency and community members who are active in environmental issues.

The data source was through in-depth interviews with FDLH Balikpapan administrators, Environmental Agency officials, and community leaders. Observation of environmental

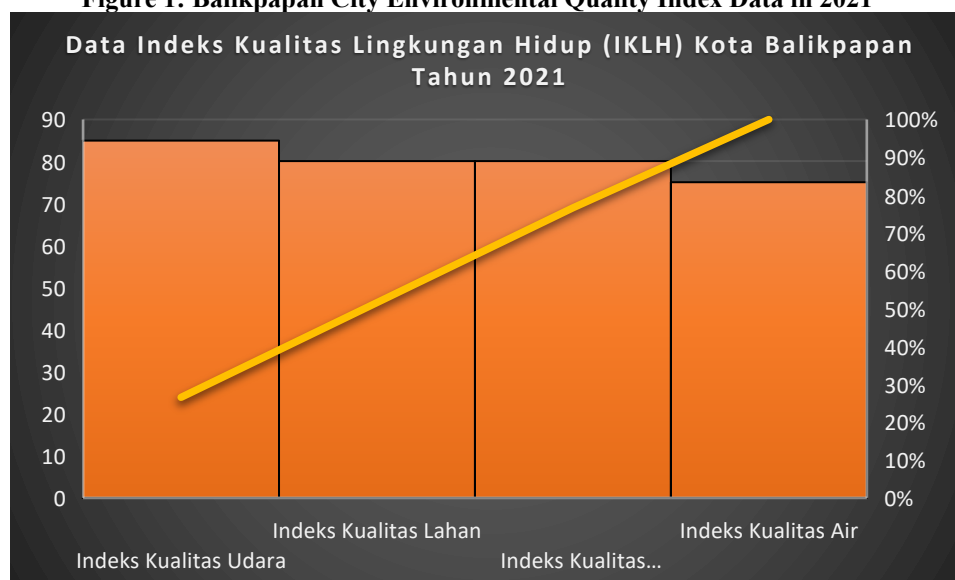
activities carried out by FDLH. Secondary data: Laws and regulations (Law No. 32 of 2009, Regional Environmental Regulations, etc.) Official documents of the local government (RPJMD, environmental report, FDLH performance report). Relevant scientific literature, journals, and articles. Data collection technique through semi-structural interviews: to dig up information from the source in depth, but still within the limits of the main theme. Documentation study: to examine legal documents, reports on FDLH activities, and regional policies. Direct observation: to understand the dynamics of the implementation of FDLH activities and community participation.

## RESULTS AND DISCUSSION

### The Value of Environmental Concern and Its Urgency in National Law

The value of environmental care includes awareness, responsibility, and active participation in preserving nature. This value should not only live in the consciousness of the individual, but also be embedded in the national legal system as a binding norm. Law Number 32 of 2009 concerning Environmental Protection and Management is a tangible form of integrating these values into national regulations. However, the challenge is how the law does not just stop as a written norm, but instead becomes an instrument of shaping the character of sustainability-oriented citizens.

**Figure 1: Balikpapan City Environmental Quality Index Data in 2021**



Data Source: Primary to be processed in 2025

The table above shows the results of measuring several main indicators of environmental quality in Balikpapan City, namely land quality, water quality, air quality, and overall environmental quality index.

The land quality index (80) in the land quality index shows that the condition of the land in Balikpapan is still in the good category. This indicates that the level of soil damage and degradation due to human activities such as development and industrial waste is relatively under control. However, supervision is still needed so that land conversion does not cause significant damage, considering that land is a vital component in maintaining ecosystem balance and supporting people's lives.

The water quality index of 75 shows that the water quality in Balikpapan is at a fairly good level, but still faces several problems such as domestic and industrial waste pollution that need to be addressed immediately. The handling of liquid waste and the management of water

catchment areas must be strengthened to prevent a decline in the quality of water resources which are the basic needs of the community and ecosystem.

The air quality index that reaches a value of 85 indicates that the air conditions are clean and healthy enough for the lives of residents. This can be the result of sufficient green open space, air pollution control policies, and public awareness and industry players in keeping the air clean. This good air quality is essential for public health and supports the overall quality of life. The Environmental Quality Index (IKLH) which is valued at 80 reflects that in general the environment in Balikpapan is still in good condition. This value is a composite result of the land, water, and air quality indexes that are the main components of environmental assessment. Although this condition is positive, it is necessary to continue to strengthen environmental management and community participation to maintain and improve the quality of the environment so that it remains sustainable in the midst of development growth and urbanization.

The environmental quality index data in Balikpapan City shows that environmental aspects such as land, water, and air are in fairly good condition, with the composite index reaching a value of 80. This is an important capital for local governments and communities to continue to optimize environmental management programs and encourage active citizen involvement, such as through the role of FDLH, so that environmental sustainability can be well maintained.

The value of environmental care includes awareness, responsibility, and active participation in preserving nature as part of the sustainability of human life (Fernandez, K., et.al., 2019). In the legal context, this value needs to be internalized into the national legal system as an effort to form citizens who not only obey the law, but also have a moral commitment to environmental sustainability.

Law Number 32 of 2009 concerning Environmental Protection and Management (PPLH) is one of the main regulations that integrate this value. The law contains important principles such as the prevention of environmental damage, the principle of prudence, community participation, and ecological justice. However, the reality of implementation shows that the law often only stops at the normative level, not yet fully becoming a transformative tool in building the ecological character of citizens.

**Table 1: Comparison between normative and implementive legal values in an environmental context**

Aspects	Normative (PPLH Law)	Implementative (Practice in the Field)
<b>Damage Prevention</b>	It is clearly regulated in articles 2 and 3 of Law No. 32 of 2009	Illegal land clearing and industrial pollution are still rampant
<b>Community Participation</b>	Guaranteed in article 70 of Law No. 32 of 2009	Limited, especially in suburban areas and poor communities
<b>Law Enforcement</b>	Criminal, civil, and administrative sanctions are available	Weak enforcement, lack of strict verdicts against perpetrators of environmental destruction
<b>Environmental Education</b>	Regulated through Government Regulations and MoEF programs	Has not touched all levels of education systematically

**Data Source:** Law No. 32 of 2009 and Ministry of Environment and Forestry, 2025

Table 2 above shows that Articles 2 and 3 of Law No. 32 of 2009 emphasize the principles of state responsibility, sustainability, and the principle of prudence. Damage prevention is a priority, with the principle of prevention and proactive against potential pollution. However, on the ground, illegal land clearing (especially by burning) and industrial pollution are still common. This inconsistency shows weak control and supervision. According to Blaikie & Brookfield, environmental damage is not only the result of technical negligence, but also due to economic-political conflicts of interest. Therefore, Philippe Nonet and Philip Selznick emphasize that law must be able to adapt and respond to social realities, not just be rigid texts.

Article 70 of the PPLH Law expressly states that the community has the right to participate in environmental protection and management, including in supervision and decision-making. In fact, community participation, especially from marginalized groups such as the poor or in suburban areas, is still very limited. Limited access to information, education, and organizational capacity are barriers. In Deliberative Democracy developed by (Habermas) it is said that public participation should ideally be carried out through an equal open dialogue, but in practice it is still dominated by elite actors. Meanwhile, according to the Environmental Justice Theory, it shows that poor people tend to be more exposed to environmental risks, but are the least involved in solutions.

The PPLH Law provides three types of sanctions: criminal, civil, and administrative. It normatively indicates a complete and progressive legal system. However, law enforcement tends to be weak. Many cases of environmental destruction do not lead to strict sentences, and major perpetrators often escape the snare of the law. Law enforcement officials often face political or economic pressure. Donald Black mentioned that the effectiveness of the law is greatly influenced by the social structure and position of the perpetrator; The law tends to be harsher towards weak groups. According to the theory of Deterrence (Prevention): The law will only be effective if it is able to cause a deterrent effect that has not been maximized in the context of the Indonesian environment. Through Government Regulation No. 52 of 2016 and the programs of the Ministry of Environment and Forestry, environmental education should be integrated into the curriculum at all levels of formal and non-formal education. However, in practice, environmental education is still sporadic, limited to extracurricular activities, and has not yet become a major part of the national curriculum systematically and evaluatively. According to the theory of Critical Education (Paulo Freire) **that** education must liberate and build critical consciousness, including ecological consciousness. Meanwhile, in the theory of Ecopedagogy, it is explained that education must be oriented towards sustainability and form a generation that thinks systemically and acts ecologically.

There is a significant gap between normatively strong regulations and their implementation in the field in the context of environmental protection. This is due to weak political commitment, lack of supervisory resources, and uneven ecological awareness of the community. The integration of the major theories shows that environmental protection should be seen systemically, not only as a state responsibility, but also as a democratic process involving all levels of society. Table 2 above shows that Articles 2 and 3 of Law No. 32 of 2009 emphasize the principles of state responsibility, sustainability, and the principle of prudence. Damage prevention is a priority, with the principle of prevention and proactive against potential pollution. However, on the ground, illegal land clearing (especially by burning) and industrial pollution are still common. This inconsistency shows weak control and supervision. According to Blaikie & Brookfield, environmental damage is not only the result of technical negligence, but also due to economic-political conflicts of interest. Therefore, Philippe Nonet and Philip Selznick emphasize that law must be able to adapt and respond to social realities, not just be rigid texts.

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### **Ecological Citizenship: Concept and Relevance**

Ecological *citizenship* is a concept that combines the rights and obligations of citizens with ecological responsibility. Menuru (Cristiano, S., 2023) An ecological citizen is not only law-abiding, but also actively maintaining the balance of nature as part of his social contract with the state and community. From the perspective of Pancasila and Citizenship Education (PPKn), this is in line with the values of Pancasila, especially the second and fifth precepts, which emphasize social justice and humanity that are just and civilized. This was also emphasized by a member of the Balikpapan City FDLH in an interview, that "integrating the value of Pancasila in environmental action is a real form of ecological citizenship. We ensure that our activities pay attention to social justice and involve all levels of society." The statement shows that the practice of ecological citizenship is not only limited to theory, but is really internalized by the young generation who are active in environmental activities, such as through the Beach Clean Up program, a thousand Tumblers, and the Green Project in local communities.

The concept of *ecological citizenship* emphasizes that every citizen has not only civil and political rights, but also ecological obligations. This means that citizens' daily actions such as energy use, waste management, and water consumption are part of a social contract that involves responsibility for the sustainability of the earth. In the context of Pancasila and Citizenship Education (PPKn), this concept is relevant to the second and fifth precepts: The Second Precept: A just and civilized humanity → demands awareness that environmental damage is detrimental to the right to life of current and future generations. Fifth Precept: Social justice for all Indonesian people → encourage fair management of resources and do not damage the carrying capacity of the environment. A real example of the application of ecological citizenship can be seen in community movements such as waste bank management communities, urban farming, or eco-education which play an active role in educating and shaping an environmentally friendly culture.

### The Role of FDLH Balikpapan City as an Actor in Strengthening Ecological Citizenship

In Balikpapan City, the Regional Environment Forum (FDLH) is an example of a social institution that functions as a liaison between the community, the government, and the business world in environmental issues. FDLH facilitates counseling activities, environmental rehabilitation, and advocacy for environmentally friendly local policies. With a participatory approach, FDLH not only carries out a technical, but also educational function, building citizens' awareness of the importance of their involvement in protecting the environment.

The role of FDLH is in line with the principle of civic engagement in civic education, where citizens are not only legal objects, but also active subjects in shaping ecological collective policies and actions (Suryaningsi, S., 2024). In this framework, FDLH in Balikpapan is able to encourage the birth of citizens who not only understand their rights and obligations, but also are sensitive to the ecological impact of each social and economic action.

The Regional Forum for the Environment (FDLH) in Balikpapan City is a non-structural institution that has a strategic function in encouraging public participation in environmental issues. Established as a forum for coordination between the community, the business world, academia, and the government, FDLH carries out several key roles:

1. Education and Counseling

FDLH held counseling on the importance of environmental conservation, especially to students, local communities, and business actors.

2. Policy Advocacy

FDLH is involved in the process of drafting regional environmental policies, such as the revision of the Environmental Regulation and the supervision of industrial projects.

3. Collaborative Action

Through activities such as "Clean Beach Action", "Tree Planting Movement", and "Plastic Waste Free Balikpapan", FDLH facilitates active community involvement.

Thus, the results of these interviews not only enrich the empirical data in the research, but also affirm the role of FDLH as a strategic actor in linking legal policy to social change at the grassroots level.

**Table 2: data on FDLH activities in Balikpapan City in 2022–2023:**

Programs/Activities	Number of Activities	Number of Participants	Impact
Environmental Counseling in Schools	15	±1,200 students	Increased student understanding & action
Clean Beach Movement	8	±800 volunteers	Accumulated waste ±2 tons
Land Rehabilitation and Planting	6	±500 people	3,500 tree seedlings planted
Advocacy and Public Discussion Forum	5	±300 participants	Policy inputs absorbed by the government

Source: FDLH Balikpapan Annual Report, 2023

Based on Table 2 above, it is important to carry out Environmental Counseling in Schools. Environmental counseling activities involving around 1,200 students are a strategic step in building ecological awareness from an early age. According to the theory of Ecological Citizenship Education, formal education plays an important role in shaping citizens who are aware of their responsibility to the environment (Dobson, 2007). Through this counseling, students not only gain knowledge, but are also encouraged to take real actions that support environmental conservation. This is in line with the theory of Transformative Learning which emphasizes behavior change through experience and reflection (Mezirow, 1991).

The beach cleanup movement with the participation of around 800 volunteers managed to collect about 2 tons of garbage. This activity is an example of the application of active citizen participation in collective action as described in the theory of Civic Engagement. Civic

engagement according to Putnam (2000) is the key to strengthening social cohesion and shared responsibility in the management of shared resources. This movement not only impacts environmental cleanliness, but also strengthens citizens' sense of belonging and involvement, which is an important foundation in building ecological citizenship.

The planting of 3,500 tree seedlings involving 500 people is a real action of ecosystem restoration in accordance with the concept of Ecological Restoration in environmental science. This theory emphasizes the importance of efforts to improve the functioning of damaged ecosystems to ensure the sustainability of natural resources (Hobbs & Harris, 2001). This activity also strengthens the value of ecological citizenship which requires citizens to not only maintain but also improve their environment. With about 300 participants, the advocacy forum became an important vehicle for deliberative democratic participation initiated by Habermas (1984). Through public discussions, the public can convey their aspirations and input on environmental policies to the government.

This process shows that environmental laws and policies can be more responsive to the needs of society when there is an open and inclusive dialogue mechanism. This approach reinforces the theory of ecological citizenship that emphasizes the role of citizens as active subjects in policymaking. The four programs and activities carried out by FDLH Balikpapan City not only have a positive ecological impact, but also strengthen the formation of ecological citizenship. By integrating the learning theories of ecological citizenship, civic engagement, ecological restoration, and deliberative democracy, FDLH succeeds in mobilizing people to be more aware, active, and responsible in protecting the environment.

This success shows that strengthening the value of environmental concern in the national legal system can be optimized through the active role of community institutions such as FDLH in the local context. The following are new program recommendations and in-depth evaluation strategies to strengthen the effectiveness of Balikpapan City FDLH activities based on existing program data.

### **Technology and Innovation-Based Environmental Education Program**

Develop environmental learning modules based on digital applications and interactive media that can be accessed by students independently and at school. Objective: To expand the reach of environmental counseling with interesting methods and utilize technology to improve students' understanding and real actions. Implementation: Work with education agencies and technology developers to create digital educational content such as videos, interactive quizzes, and environmental challenges. Benefits: Supports continuous learning and adaptation to technological developments among the younger generation.

### **Zero Waste Campaign Program in Communities and Schools**

Initiating a campaign to reduce plastic waste and manage household waste through recycling innovation training and competitions. Objective: Reduce the volume of waste entering the sea and landfills and increase public awareness of responsible waste management. Implementation: Collaborating with local communities, schools, and business actors to adopt zero waste principles in daily activities. Benefits: Helps maintain the cleanliness of beaches and the environment while building an eco-friendly culture.

### **Community-Based Ecological Restoration Program**

Inviting local residents to become the main actors in critical land rehabilitation with technical guidance and assistance. Objective: To improve the sustainability of land rehabilitation with the active participation of communities that have a direct interest in the environment. Implementation: Training, provision of superior seeds, and joint monitoring between FDLH, the community, and local governments. Benefits: Strengthening community ownership while increasing the success of rehabilitation programs.



### Advocacy and Policy Lobbying Capacity Building Program

Intensive training for FDLH members and the community on effective advocacy, negotiation, and communication techniques with policy makers. Objective: To improve the quality of input submitted to the government and strengthen the role of FDLH in environmental policy making. Implementation: Workshops, simulations, and mentoring in the environmental legislation process. Benefits: Ensuring that people's aspirations are heard more and the resulting policies are more pro-environmental.

### A More In-Depth Evaluation Strategy

Impact evaluation-based evaluation, not only measuring the quantity of activities and participants, but focusing on changes in behavior and environmental conditions after the program is implemented. Example: Longitudinal surveys of students to measure changes in environmentally friendly behavior, or monitoring water/beach quality after clean-up activities.

*Mixed-methods* (quantitative and qualitative), Combining statistical data (number of participants, volume of garbage, number of trees) with in-depth interviews and focus group discussions to understand participants' perceptions and motivations. Understand the success factors and obstacles of the program holistically.

Use of SMART indicators (*Specific, Measurable, Achievable, Relevant, Time-bound*), Create clear and realistic indicators of success for each program, for example the target of reducing plastic waste per year, or the number of environmental actions students take in 6 months. Makes it easy to measure and report results.

Community involvement in the evaluation process (*participatory evaluation*), involving program participants and local communities as evaluators, so that the results of the evaluation are more valid and build a sense of belonging to the program. Example: Joint evaluation workshop and preparation of improvement recommendations.

Utilizing technology for *Real-Time Monitoring*, utilizing applications or digital platforms to record activities and impacts directly, such as reporting the amount of waste that has been successfully collected or the condition of the land that has been rehabilitated. Makes it easier to monitor and respond quickly to obstacles.

The recommendations of the new program aim to strengthen the effectiveness and sustainability of environmental programs through technological innovation, broader community participation, and advocacy capacity building. Meanwhile, a holistic and participatory in-depth evaluation strategy can provide a more accurate picture of program impact while encouraging continuous improvement. With these steps, the Balikpapan City FDLH can be more optimal in encouraging the formation of real and sustainable ecological citizenship.

The role of FDLH is in line with the principle of *civic engagement* in civic education. Civic engagement means the active involvement of citizens in public life, including decision-making that affects communities and the environment. In the context of Balikpapan, FDLH encourages the community to become subjects of law and agents of change, not just objects of government policies. This shows the strengthening of ecological citizenship based on Pancasila values, participatory, and sustainable. Therefore, of course, it cannot be separated from the following challenges and opportunities:

**Table 3: Challenges and Opportunities**

Challenge	Chance
<b>Lack of operational funding for FDLH</b>	Potential partnerships with the private sector and CSR
<b>Low legal literacy and community environment</b>	Collaboration with schools, campuses, and community media

<b>Weak implementation of the law</b>	Need to revise policies with a bottom-up approach
<b>Dominance of sectoral economic interests</b>	Strengthening EIA-based regulations and public participation

Data Source: Primary processed 2025

Based on table 3 above, it shows that the prevention of environmental damage, Articles 2 and 3 of Law No. 32 of 2009 affirm the principles of state responsibility, sustainable development, and the precautionary principle. The goal is to prevent pollution and environmental damage from an early stage through preventive and anticipatory approaches. On the ground, the implementation of prevention is still very weak. Cases of illegal land clearing by burning are still rampant, especially in forest and peatland areas. On the other hand, industrial activities that pollute the air and water have not been strictly monitored, and in some cases even not legally acted upon. According to Political Ecology Theory (Blaikie & Brookfield): Explains that environmental degradation is not only due to technical errors or lack of knowledge, but is influenced by power imbalances, economic dominance, and policies that are not in favor of the environment. Meanwhile, the iti in the Theory of Responsive Law (Nonet & Selznick) is formulated that law must be able to interact with social reality. When the law is only symbolic and unresponsive to the situation on the ground, it will lose its function as a tool of social transformation.

Community Participation, Article 70 of the PPLH Law provides guarantees that the community has the right to participate in supervision, management, and decision-making related to the environment. This shows that normatively, the role of society is highly valued. In practice, community participation is not evenly distributed, especially in suburban areas and poor communities. Information limitations, low environmental education, and lack of dialogue space are the main obstacles. As a result, the community tends to be the object of the sufferer of environmental policies, rather than the main actor in its preservation. According to the theory of Deliberative Democracy (Jürgen Habermas) underlines the importance of inclusive, rational, and equal public discussion spaces. But in reality, the voices of marginalized communities are often not heard in the environmental decision-making process. Environmental Justice Theory underscores that poor and minority groups often experience heavier environmental burdens, but have fewer opportunities to participate in solutions.

Environmental law enforcement, **the** PPLH Law regulates criminal, civil, and administrative sanctions for violators of environmental laws. This means that, normatively, the legal system has provided a complete tool to take action against perpetrators of environmental destruction. Reality shows that law enforcement is still weak and inconsistent. Many environmental violations go unpunished, and the sentences handed down often do not reflect ecological justice. The case of large industry players who are immune from the law is one of the causes of the loss of public trust in the law enforcement system. According to Law Enforcement theory (Donald Black): The effectiveness of the law is greatly influenced by social structures. Economically and politically powerful perpetrators tend to be more difficult to be prosecuted. Meanwhile, the theory of Deterrence (Prevention): Underlines that sanctions will only be effective if they provide a deterrent effect. Unfortunately, light or inconsistent sanctions actually strengthen the impunity of violators.

Environmental Education, the government has regulated environmental education through Government Regulation No. 52 of 2016 and various programs from the Ministry of Environment and Forestry (KLHK). This education should be integrated into formal and non-formal curriculums at all levels of education. Even though it has been regulated, the implementation of environmental education is still uneven. Many schools only hold sporadic activities such as "environmental care days" without any integration into the formal learning process. There is no comprehensive environmental education evaluation system. According to

the theory of Critical Education (Paulo Freire) Education should encourage critical awareness of social and ecological realities, not just the cultivation of memorization. Ecopedagogy Theory Education should develop a systemic understanding of human-environment relations and foster sustainable ecological action.

## CONCLUSION

The integration of environmental values in the national legal system is an important foundation in building ecological citizenship. However, the success of such integration is highly dependent on the synergy between law, civic education, and community participation. FDLH Balikpapan City is a concrete example of how local forums can contribute to grounding ecological values in the life of the nation and state. In the future, collaborative and participatory approaches like this need to be expanded and strengthened so that Indonesia's ideals as a sovereign, just, and sustainable country can be realized.

There is a significant gap between the normative legal framework and the practice of implementation in the field. Regulations such as the PPLH Law have provided a fairly strong foundation, but their implementation is often hampered by weak enforcement, lack of participation, low education, and economic-political conflicts of interest. The integration of major theories shows that environmental conservation is not enough to rely solely on legal-formal approaches. A systemic, participatory, and educational approach is needed that favors ecological justice and social balance. Environmental protection is not just a technocratic agenda, but a multidimensional struggle involving ethics, politics, law, and culture.

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