



# Needs Analysis on The Infusion of Eco-Literacy in English Reading: MNC University Students' Voice

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**Abstract**

*In response to the growing call for sustainable development and climate education, particularly in alignment with Sustainable Development Goal 13, this study explores students' needs regarding the infusion of eco-literacy into English reading instruction. Although environmental themes have been introduced in the curriculum, little is known about how students experience and respond to eco-literacy in reading classes, which serve as a key input skill in language learning. This research aims to fill that gap by investigating the learning needs of English Education students at MNC University. Using a qualitative descriptive design, data were collected through open-ended questionnaires and semi-structured interviews. Thematic analysis was conducted to identify key patterns in participant responses. The results revealed six major themes: (1) Environmental Awareness & Responsibility, (2) Language Development, (3) Relevance & Real-Life Connection, (4) Engaging & Interactive Learning, (5) Student-Centered Learning, and (6) Variations of Topic. Participants preferred reading materials that are environmentally relevant, cognitively engaging, and linguistically accessible. These findings indicate that eco-literacy can enrich English reading instruction by fostering both language competence and environmental awareness. The study highlights the importance of designing student-centered, contextually relevant materials to ensure meaningful integration of sustainability in language education.*

## 1. Introduction

The threat of climate change is no longer a distant issue; it is a reality that affects communities around the world, including Indonesia. From rising temperatures to severe flooding and ecosystem degradation, Indonesia is experiencing the direct impact of environmental instability. These challenges emphasize the urgency for education to play a more active role in preparing students to become environmentally responsible citizens. In line with the United Nations' Sustainable Development Goal 13: Climate Action, the education sector is expected to contribute meaningfully by integrating environmental awareness into the curriculum, including language learning (Yıldırım & Aytan, 2025).

One approach that has gained attention is Eco-literacy, a term that refers to the knowledge, awareness, and behavior needed to live in harmony with the natural environment (Amalia, 2024). According to David W. Orr, a pioneer in the field of ecological literacy, Eco-literacy involves understanding ecological systems and making responsible choices in daily life (Orr, 1992). According to Capra (1996), another leading advocate of Eco-literacy, Eco-literate individuals are able to think systemically, recognize the interdependence between humans and nature, and act in ways that support sustainability (Richset et al., 2020). As environmental challenges intensify, the urgency to cultivate eco-literate individuals also increases, making the integration of Eco-literacy into the curriculum more essential than ever.

In recent years, the Indonesian education has shown efforts to promote sustainability and environmental consciousness. Through the implementation of Merdeka Curriculum, educational units have the freedom to develop their own curriculum. The curriculum is very flexible, relevant, and provides great opportunities to integrate environmental education in more depth (Rachmadanti et al., 2025). An example of this implementation is a P5-based projects on themes like mangrove ecosystems which was supported by NGOs like YKAN (*Development of Environmental Education through the Merdeka Curriculum on the Ogan Komering Ilir Coast, South Sumatra, 2023*).

Additionally, national programs like Adiwiyata (Green School) encourage thousands of schools to complete projects on waste management, greening, and student-led conservation efforts, supported by the Ministries of Environment & Forestry and Education (*Indonesia | Global Environmental Education Partnership (GEEP)*, n.d.). In 2024, the Ministry of Education also officially integrated climate change topics into core subjects under the Independent Curriculum to promote student-driven environmental actions (Budiyanti & Adji, 2024). These efforts encourage schools to embed environmental values across subjects, aiming to develop learners who are not only academically competent but also socially and environmentally aware.

In the context of English Language Teaching, Indonesia has made notable progress in integrating Eco-literacy. English Language Teaching (ELT) supports students in developing the language skills needed to comprehend and tackle

environmental challenges while simultaneously increasing their understanding of sustainability, emphasizing problem solving and decision-making (Riordan & Klein, 2010). Since English is a global language, it can serve as a bridge to help students express their thoughts on environmental issues, engage in international dialogue, and become both competent communicators and responsible global citizens (Kazazoglu, 2025).

Some English subject textbooks in Indonesia now include thematic content materials centered on environmental issues, both verbal and visual (Basya & Maulidia, 2024). These materials expose students to a variety of eco-related topics while developing their language. This demonstrates that the integration of Eco-literacy into language education is not only present but continually developing.

Integrating Eco-literacy into English reading instruction, in particular, offers a unique opportunity to connect language learning with real-world issues. Kazazoglu (2025) also noted that in language subjects, Eco-literacy can serve not only as content for language practice but also as a tool to cultivate critical thinking, empathy, and global awareness. For example, Suparman et al. (2021) developed English reading texts based on Eco-literacy lexicons such as marine and agricultural themes. The study found that such texts help students learn vocabulary and connect more deeply with ecological content through reading comprehension activities.

Additionally, Pratiwi et al. (2024) reviewed classroom implementations of Eco-literacy in ELT and concluded that using eco-themed texts encourages students to think critically and enhances both linguistic and environmental understanding. This dual benefit is evident in English reading lessons: students enrich their linguistic knowledge while engaging critically with environmental challenges and reflecting on their own beliefs and actions. As a result, Eco-literacy infused reading becomes a meaningful tool for both language development and character growth.

Several studies have contributed to the growing interest in this area. Kazazoglu (2025) for instance, conducted a content analysis of English language textbooks and found that Eco-literacy themes are often limited to surface-level information, with little emphasis on encouraging critical thinking or behavioral change. Alyani et al. (2024) explored English teachers' perspectives in South Tangerang and noted that while many educators recognize the importance of environmental education, they often struggle with a lack of training and teaching resources.

While these studies have provided valuable insights, most of them have focused on the perspectives of educators or the quality of teaching materials, but the presence of eco-themed content alone is not enough. To ensure meaningful learning, it is essential to understand how students perceive these materials and whether they find them relevant, engaging, and applicable to real life. Therefore, analyzing students' needs can support the development of more effective and purposeful Eco-literacy integration in English instruction. However, very few

studies have considered the voices of students themselves, particularly their needs and expectations regarding the infusion of Eco-literacy into language learning. This presents a clear research gap that this study aims to fill through a needs analysis.

In language education, needs analysis plays a crucial role in identifying learners' objectives, challenges, and preferred forms of instruction. Brown (1995) defines needs analysis as a systematic approach to gathering information necessary for instructional design. His model includes Present Situation Analysis, Target Situation Analysis, and Learning Needs, offering a comprehensive framework to understand learners' current abilities, their expected performance, and the support required to bridge the gap between the two. This procedure is crucial in developing an Eco-literacy infused reading instruction.

Guided by this understanding and in effort to fill the mentioned research gap, this study aims to analyze students' needs regarding the integration of Eco-literacy into English reading instruction through the eyes of English Language Education students. By focusing on their point of view, both as learners and future educators, this research seeks to support the development of more relevant and meaningful reading instruction that contributes to both language competence and environmental awareness. Specifically, this study aims to answer the following research question:

“What are students' needs regarding the infusion of Eco-literacy into English reading instruction according to English Language Education students in MNC University?”

## **2. Method**

This study adopts a descriptive qualitative research design, which is appropriate for understanding and exploring the lived experiences and perceptions of individuals in depth. According to methodological literature, qualitative research facilitates an intricate and thorough grasp of multifaceted phenomena through the compilation and scrutiny of non-numerical data, encompassing interviews, observations, and textual or visual documents (Hasan & Hasan, 2019). This approach suits the current research, as it aims to examine the needs and expectations of university students regarding the integration of Eco-literacy into English reading instruction, which is an area that requires nuanced, contextual understanding rather than statistical generalization.

The participants of this study are four university students enrolled in the English Language Education program at MNC University. They were selected using purposive sampling, which allows researchers to intentionally choose individuals who are especially knowledgeable or experienced in the phenomenon being studied (Rai & Thapa, 2015; Tongco, 2007). These students have taken part in English reading instruction, have encountered environmental topics within their coursework, and have made Eco-literacy infused learning materials. They have also and presented the learning materials in Microteaching projects and one even have

used them to teach her own students in her profession (e.g. private tutoring). Their rich experience, both as English Language Education students and English teachers, making them suitable informants for this study.

The data collected in this research are primary, gathered directly from the participants through two techniques: open-ended questionnaires and semi-structured interviews. The open-ended questionnaires were designed to elicit students' personal views, experiences, and suggestions related to Eco-literacy in English reading. The questionnaires enabled the researchers to gather a broad range of initial data from each participant, capturing their immediate reactions and thoughts in a written format (Adams & Cox, 2008).

Following this, semi-structured interviews were conducted to probe deeper into their responses. Semi-structured interviews involve a list of pre-determined questions or topics but allow for flexibility in the order and phrasing of questions, as well as the opportunity to ask follow-up questions based on the participants' responses (McIntosh & Morse, 2015), providing richer and more detailed data. This combination of instruments allows for both breadth and depth of understanding, as it provides space for reflection while also enabling clarification and expansion of ideas.

To facilitate data collection, two instruments were used: a questionnaire sheet containing open-ended questions and an interview guide with structured but flexible prompts. These instruments were developed with reference to Creswell & Poth (2016), Patton (2002), Kvale & Brinkmann (2009), and Bryman (2016), as they were aligned with the principles of qualitative research, which prioritize open-ended, exploratory questioning to uncover participants' thoughts in their own words. Some items were also adapted based on previous research by Suwandi et al. (2024) and Alyani et al. (2024) which highlighted the importance of student engagement with environmental content in English instruction.

To design the interview and questionnaire questions used in the needs analysis, this study adopted the theoretical frameworks of Brown (1995). Brown (1995) components of needs analysis, namely: (1) Present Situation Analysis (PSA), (2) Target Situation Analysis (TSA), and (3) Learning Needs provided further structure in categorizing the questions to assess students' current performance, expectations, and support requirements in writing instruction. These frameworks ensured that the questions were theoretically grounded and addressed key dimensions relevant to both the learners' existing capabilities and the pedagogical goals of the English writing class.

Responses gathered through the instruments were later analyzed using thematic analysis to identify recurring patterns and themes in learners' needs, challenges, and perceptions. Thematic analysis can be used to explore participants' experiences, behaviours, and social constructs across various qualitative data sets (Braun & Clarke, 2006).

The analysis process followed six key stages, as proposed by Braun & Clarke (2006), which consists of: (1) familiarization, where the collected data sets were thoroughly reviewed through transcribing audio, reading through the text and taking initial notes; (2) coding, where the sections of transcribed audio, text, and notes were highlighted into shorthand labels or “codes” to describe their content; (3) generating themes, where similar codes were grouped into meaningful themes; (4) reviewing themes, where the themes were compared against the data set to make sure that they were useful and accurately represents the data; (5) defining and naming themes, where each theme was clearly described in terms of its meaning and relevance to the research questions, and given a concise, meaningful name that captured its essence; (6) writing up, where the results of the analysis were presented in an academic format, including a clear introduction, methodology, and discussion of each identified theme supported by participant responses, followed by a conclusion that summarized key findings in relation to the research question (Caulfield, 2023). This method supports the goal of the study by revealing how students understand, experience, and respond to Eco-literacy integration in English reading instruction.

### **3. Results**

The analyzed data from open-ended questionnaires and interviews revealed recurring patterns in how students perceive the integration of Eco-literacy into English reading instruction. These insights were organized into six major themes that represent the participants' collective needs regarding the integration of Eco-literacy into the English reading instruction.

#### *Environmental Awareness & Responsibility*

All participants expressed that reading texts about environmental issues helped raise their awareness of ecological problems and encouraged them to be more mindful of their behavior as students. One student stated, “It makes me more aware of my own environment, and I’ve even started to make small changes in my actions afterward.” Another shared, “It makes me think about how my actions affect nature, even in small ways like using less plastic or turning off lights.”

#### *Language Development*

As students, all participants reported improvements in vocabulary and critical thinking skills because of reading Eco-literacy themed texts. One respondent explained, “It helps me expand my vocabulary related to science and the environment.” Another added, “These texts also helped train my critical thinking skills because we were usually asked to analyze or discuss them, not just read.”

Two participants admitted that they had faced difficulty and challenge concerning the unfamiliarity of the vocabularies but with support they had been able to overcome them easily, as one stated, “I sometimes had difficulty

understanding certain vocabulary. But I could easily overcome that by checking the dictionary,” and another added, “the text was a bit challenging because of some unfamiliar vocabulary...” but they had been able to leverage it by discussing with friends, as they stated, “I also remember discussing the topic with classmates, which helped me understand it better.” Other participants, then, suggested guided vocabulary lists as a solution concerning this matter. They stated, “Also, guided vocabulary lists, and discussion questions could help me understand the topic better and make learning more enjoyable.”

#### *Relevance & Real-Life Connection*

All participants agreed on the needs for Eco-literacy reading instructions which are relevant and related to real situations because their expectation is to be able discuss the real environmental issues happening around them. One noted, “Since English is a global language, it's important to be able to discuss global issues like the environment.” Another added that such texts were needed because environmental values were highly applicable in real life, stating, “In my opinion, environmental topics are important in English classes because they are global issues that everyone should be aware of.” They also suggested, “I think it would be great to include stories about local environmental efforts or young people making a difference, so students can relate more personally to the issue.”

#### *Engaging & Interactive Learning*

All participants expressed a desire and suggested for varied and interactive learning experiences. They recommended pre-reading activities incorporating multimedia elements like videos, infographics, and podcasts, as well as classroom activities such as group discussions and hands-on projects. One student recommended, “Maybe videos before reading, or interactive activities like group projects or debates.” Another stated, “Group discussions or role-playing activities could also make learning feel more alive.”

#### *Student-Centered Learning*

All participants emphasized the students' expectation of being involved in the learning process. Some suggested to give students the freedom to choose reading topics, while others valued open discussion and expression of personal opinions. One participant suggested, “And students should be involved in choosing the topics they're interested in.” Another suggested for more students' activities such as making posters or short presentations.

#### *Variations of Topic*

All participants expressed a desire for the reading materials to cover a wider range of topics that align with their interests. Themes such as plastic waste management, renewable energy, and sustainable lifestyle, as well as broader environmental challenges such as climate change, were mentioned. In addition, one participant specifically highlighted a keen interest in learning more about ocean-related issues like water pollution and overfishing. These responses indicate that

students are not only concerned about ecological issues but are also eager to engage with reading content that reflects current global challenges and promotes environmental awareness.

Table 1. The Representative Quotes for Each Theme

Theme	Quote			
	Participant 1	Participant 2	Participant 3	Participant 4
Environmental Awareness & Responsibility	"...because through reading such texts, we naturally become more aware of the issue."	"It's kind of like a reminder to be aware about issues relating to our current environment and what we should do to protect it."	"It makes me more aware of my own environment, and I've even started to make small changes in my actions afterward."	"It makes me think about how my actions affect nature, even in small ways like using less plastic or turning off lights."
Language Development	"These texts also helped train my critical thinking skills because we were usually asked to analyze or discuss them, not just read."  "I sometimes had difficulty understanding certain vocabulary. But I could	"It counts as practice to me. It helps improve my vocabulary, critical thinking, which is very much needed, ..."	"It helps me expand my vocabulary related to science and the environment."	"...I learned new words, I thought deeper about the issues, ..."  "...the text was a bit challenging because of some unfamiliar vocabulary..."  "...guided vocabulary lists, and discussion questions could help

	easily overcome that by checking the dictionary.”			me understand the topic better and make learning more enjoyable...”
Relevance & Real-Life Connection	<p>“And the topics could be more relatable to our lives, ...”</p> <p>“...combinin g reading texts with real projects like a small campaign about reducing plastic waste at school.”</p>	“...and of course, has real-life connection.”	“...we also learn values and knowledge that we can apply in our daily lives.”	<p>“...I feel a strong real-life connection too, since environmental issues affect our daily lives.”</p> <p>“I think it would be great to include stories about local environmental efforts or young people making a difference, so students can relate more personally to the issue.”</p>
Engaging & Interactive Learning	“Group discussions or role-playing activities could also make	“I think discovering topics from media coverage would help a bit more	“Maybe videos before reading, or interactive activities like group projects or	“I think it would be helpful to have more interactive materials, like videos,

	learning feel more alive.”	about engagement.”	debates.”	infographics , or short stories related to real situations.”
Student-Centered Learning	“And students should be involved in choosing the topics they're interested in.”	“The gesture would help a lot of students understand about a lot of environmental problems.”	“...more follow-up activities such as making posters or short presentations.”	“...we could have group discussions, role plays, or projects based on real environmental problems.”
Variations of Topic	“I’m more interested in issues about plastic waste around the world...”	“I’d like to know more about the ocean side of the problem (e.g water pollution; overfishing; etc).”	“I want to learn more about climate change, renewable energy, and sustainable lifestyles,	“I would like to learn more about climate change, plastic waste, and renewable energy.”

#### 4. Discussion

The six key themes in the findings reflects the students’ understanding, current performance, experience, desires, expectations, and support requirements. To categorize the result of the needs analysis more clearly, the theme can be arranged according to the theoretical frameworks of Brown (1995) which are: (1) Present Situation Analysis (PSA), (2) Target Situation Analysis (TSA), and (3) Learning Needs

##### *Present Situation Analysis (PSA)*

The first theme, Environmental Awareness & Responsibility, shows the student’s present situation. Students’ responses suggest that reading about ecological issues leads to greater consciousness and intention to act. This confirms Capra (1996) argument that Eco literacy promotes deeper understanding and environmentally responsible behavior.

In terms of Language Development, the data reflect that Eco literacy texts introduce new vocabulary and foster higher-order thinking skills, such as analysis and reflection. This supports Alyani et al. (2024) findings that eco-themed language instruction can serve dual purposes linguistic and cognitive development. Even though the data also reflect the minor challenges faced by the students concerning the unfamiliar vocabularies, it was minor in effect as they can be leveraged by using support from broadly available learning materials (e.g., vocabulary list) and solved with the help of teachers and peers (e.g., discussion).

#### *Target Situation Analysis (TSA)*

The theme of Relevance & Real-Life Connection shows that the participants' responses highly suggest the target situation, which is the future where they will talk about real environmental issues happening globally and around them. Thus, teachers should include reading texts that reflect current, real-world environmental issues, particularly those relevant to students' local context (e.g., waste management, climate change, eco-friendly habits). The importance of relevance and real-life connection in learning instructions is also consistent with constructivist learning theory, which emphasizes the value of context-based and meaningful materials. Angraini et al. (2024) also support this by showing how contextual and critical reading practices deepen student engagement and thinking.

#### *Learning Needs*

The responses coded as Engaging & Interactive Learning highlights the student's desire to go beyond traditional reading tasks. Their preference for videos, visuals, and projects echoes the call by Pratiwi et al. (2024) for multimodal approaches in Eco-literacy-based English learning. Interactive and multisensory learning is not only more appealing but also enhances students' ability to internalize eco-related content meaningfully. It is recommended for teachers to use technological tools like projectors, computers, and software to present material in a more engaging manner (Ananda et al., 2025).

Therefore, to increase engagement, Eco-literacy reading instructions should include pre- and post-reading activities which use a variety of formats such as infographics, podcasts, and short videos. Moreover, the implementation the implementation of project-based learning is also suggested as it is proven to be effective in facilitating student to develop their environmental awareness (Nurkhamidah, 2024).

The fifth theme, Student-Centered Learning, aligns with the values of the Merdeka Curriculum, which promotes differentiated instruction and student agency (Rachmadanti et al., 2025). When students are empowered to select topics, express opinions, and take part in decision-making, reading becomes more relevant and motivating, reflecting the principles of learner autonomy and active learning. Reading tasks, therefore, should not stop at comprehension but be

followed by reflective discussions, small campaigns, or class projects that encourage students to take real steps toward sustainability.

The last theme, Variations of Topic, adds further depth to the analysis. Participants expressed a strong interest in reading materials that explore a wide range of environmental topics, such as plastic waste, renewable energy, sustainable living, climate change, and ocean-related issues like water pollution and overfishing. This variety not only broadens their environmental knowledge but also increases personal engagement by addressing issues that resonate with their individual interests. This finding aligns with Nation & Macalister (2019) emphasis on content relevance as a key factor in curriculum design. Moreover, offering diverse environmental themes supports the goal of global citizenship education by encouraging students to think critically about local and global ecological challenges. Accordingly, students should be encouraged to select reading topics or propose issues they care about as student participation can enhance motivation, ownership, and critical engagement.

In summary, the six themes reveal that students need Eco-literacy infused reading instructions which are not only educational, but also for relevant to their personal growth and goals. Integrating ecoliteracy into reading instruction offers a holistic learning experience that nurtures both language proficiency and responsible citizenship. Moreover, to maximize impact, educators must consider students' voices in material design, instructional strategies, and topic selection.

## **5. Conclusion**

This study explored students' needs regarding the integration of Eco-literacy into English reading instruction through the views of English Language Education students in MNC University. Through qualitative analysis of student responses, six key themes emerged: environmental awareness and responsibility, language development, relevance and real-life connection, engaging and interactive learning, student-centered learning, and variations of topic. These themes reveal the students' present situation, target situation, and learning needs.

The present situation analysis revealed that students not only appreciate the presence of environmental content in their English lessons but also view it as an opportunity to grow as both language learners and responsible global citizens. The findings also shows that Eco-literacy-based reading instruction can enhance vocabulary, promote critical thinking, and support environmental awareness.

The target situation analysis revealed the students' expectation to be able to talk about environmental issues which is a global concern happening around them. To fulfil this goal, teachers are encouraged to incorporate reading materials that address contemporary environmental issues, especially those that are directly connected to students' local surroundings, such as waste management, climate change, and sustainable lifestyle practices.

Moreover, students expressed a strong desire for to take part in shaping the learning process, suggesting the learning needs of reading instruction which are built around their interests and everyday experiences. Engaging and interactive learning which is student-centred and includes various topics supports the aims of global citizenship education by fostering critical thinking about both local and global ecological issues that matter to them personally, as active participation can enhance their motivation, sense of ownership, and depth of critical reflection.

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