



Reframing Social Studies Education: A Critical Pedagogical Approach to Developing Students' Ecological Awareness

Jumriani*, Deasy Arisanty, Ersis Warmansyah Abbas, Mutiani
Social Science Education, Faculty of Education and Teacher Training
Universitas Lambung Mangkurat, Indonesia.

*Corresponding Author. Email: jumriani@ulm.ac.id

Abstract: This study analyzes the role of a critical pedagogical approach in Social Studies education in strengthening students' ecological awareness. The research employs a qualitative approach using a literature review method. Data were drawn from 27 selected scholarly publications sourced from Scopus-indexed journals and nationally accredited journals. These publications were analyzed through a conceptual literature review and qualitative content analysis to identify key themes related to critical pedagogy, Social Studies education, and ecological awareness. The findings indicate that critical pedagogy enables the meaningful integration of environmental issues into Social Studies learning by fostering contextual, dialogical, and reflective learning processes. Through the problematization of socio-ecological realities, students are encouraged to develop an understanding of the interrelationships between human activities, development policies, and their environmental impacts. This approach not only enhances cognitive understanding but also cultivates students' critical awareness, environmental concern, and ecological responsibility. The study concludes that Social Studies learning grounded in critical pedagogy can function as a vehicle for social transformation by promoting ecological awareness. It further emphasizes the importance of shifting the Social Studies learning paradigm from memorization-oriented instruction toward meaningful, critical learning oriented to environmental sustainability.

Article History

Received: 19-11-2025

Revised: 21-12-2025

Accepted: 04-01-2026

Published: 20-01-2026

Key Words:

Critical Pedagogy;
Learning; Social
Sciences, Ecological
Awareness;
Environmental Issues.

How to Cite: Jumriani, J., Arisanty, D., Warmansyah Abbas, E., & Mutiani, M. (2026). Reframing Social Studies Education : A Critical Pedagogical Approach to Developing Students' Ecological Awareness. *Jurnal Paedagogy*, 13(1), 245-253. <https://doi.org/10.33394/jp.v13i1.18933>



<https://doi.org/10.33394/jp.v13i1.18933>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

The environmental crisis remains a pressing issue across many countries. The environmental crisis is no longer just understood as a natural problem, but has become a social problem closely related to human thought patterns, behavior, and value systems (Adams, 2016; Narvaez et al., 2025; Robie, 2021). As stated in the status document, The Indonesian Life Outlook for 2024, published by the Ministry of Environment and Forestry (2025), Indonesia faces significant environmental challenges, with various factors contributing to environmental degradation. Key issues include CO₂ emissions from economic activities, damage from traditional mining, illegal logging, and land-use practices. The impacts of this degradation not only threaten the balance of the ecosystem but also trigger various social problems, including natural disasters, water crises, social inequality, and a declining quality of life.

This situation demonstrates that environmental issues are closely related to the level of human awareness and responsibility. Therefore, efforts to address the environmental crisis cannot be achieved solely through policy and technology, but also through education. Integrating environmental issues into education is essential for fostering understanding and



concern for the environment from an early age. Education can increase students' awareness of environmental challenges while simultaneously developing attitudes as responsible citizens (Khrolenko, 2021). Through the learning process, students not only understand ecological systems but are also encouraged to think critically and to play an active role in fostering more sustainable social change. (Collado et al., 2020; Yadav, 2025) .

Cultivating ecological awareness is an urgent need. Ecological awareness is not only defined as knowledge about the environment, but also encompasses a critical attitude, concern, and a commitment to acting responsibly to sustain nature. Individuals with ecological awareness are expected to understand the relationship between human activities and their environmental impact, and to possess the moral courage to criticize practices that damage ecosystems. Therefore, efforts to build ecological awareness need to be carried out systematically and sustainably, including through education (Sutrisna et al., 2025).

Ecological awareness is a crucial element in addressing increasingly complex environmental challenges. It encompasses an understanding of environmental issues, caring attitudes, a sense of responsibility, and a willingness to act to sustain the environment. Ecologically aware individuals are expected to understand the relationship between human activities and their environmental impacts and to recognize their role in maintaining environmental sustainability (Digdoyo et al., 2024). In education, fostering ecological awareness is essential, as schools play a strategic role in shaping students' knowledge, values, and attitudes through learning processes that integrate environmental issues with real life contexts.

One subject that can be optimally utilized to foster students' ecological awareness is Social Studies. This subject examines the relationship among humans, society, and the environment across various social, economic, cultural, and political dimensions. By learning this subject, students can be encouraged to understand that environmental issues are not solely natural phenomena but also relate to human activities, development patterns, and the policies implemented in society (Balbin & Balbin, 2024; Fatmawati & Ningsih, 2024).

Social studies learning allows environmental issues to be addressed as social problems relevant to students' lives. Topics such as natural resource utilization, economic activity, social change, and public policy can be addressed and interpreted directly in terms of their environmental impacts. With the right approach, social studies learning not only conveys knowledge but also encourages students to think critically, reflect on the socio ecological realities around them, and foster concern and responsibility for environmental sustainability.

With growing attention to environmental issues, Social Studies education holds strong potential to further enhance students' ecological awareness. Current learning practices have introduced environmental concepts, yet there remains an opportunity to strengthen students' reflection on the links between human activities, social structures, and everyday ecological challenges. In this context, more contextual and participatory approaches are needed, making critical pedagogy a promising framework for deepening ecological awareness in social studies education (Balbin & Balbin, 2024; Fatmawati & Ningsih, 2024).

To foster ecological awareness in social studies learning, a teaching method is needed that not only delivers material but also actively engages students. One approach is critical pedagogy. This approach encourages students to actively discuss, ask questions, and think about various social issues, including environmental ones (Ikiugu et al., 2025)). Through critical pedagogy, environmental issues are discussed as real problems occurring around students. Students are encouraged to understand the causes of environmental damage, its



impact on society, and the role of humans in it. In this way, social studies learning not only helps students understand the material but also fosters concern and a sense of responsibility for the environment. A critical pedagogical approach makes social studies learning more meaningful by encouraging students to think critically and care about environmental sustainability.

The critical pedagogy approach positions students as active learning subjects, helping them understand, question, and critique social realities, including ecological issues. Through dialogue, reflection, and problematization of real-world issues, critical pedagogy encourages students to view environmental crises as the result of power relations, economic interests, and specific social structures. In the context of social studies learning, this approach can be utilized to build students' deeper ecological awareness, not only at the level of knowledge but also in developing critical attitudes and a commitment to environmental sustainability.

This study aims to reframe social studies education through a critical pedagogy approach to develop students' ecological awareness. Its contribution lies in strengthening the conceptual integration of critical pedagogy and environmental sustainability, offering a reference for sustainability-oriented Social Studies learning.

Research Method

This research uses a qualitative approach with a literature review method. This method was chosen because the article aims to conceptually examine the role of a critical pedagogical approach in Social Studies learning to strengthen students' ecological awareness, rather than to test hypotheses empirically. The literature review enables the author to examine, integrate, and analyze ideas, concepts, and findings from previous studies relevant to the research focus. Accordingly, this study employs a conceptual literature review approach to analyze and integrate key theoretical perspectives on critical pedagogy, social studies education, and ecological awareness.

Data collection was conducted through systematic searches of scientific databases, scopus-indexed journals, and accredited national journal portals. The literature search used specific keywords to ensure transparency and replicability, such as critical pedagogy, social studies, ecological awareness, environmental education, sustainability, and critical consciousness. The selection process resulted in 27 relevant references, consisting of peer-reviewed journal articles and authoritative scholarly works aligned with the objectives of the study.

Data analysis was carried out using qualitative content analysis, following three main stages. The first stage involved organizing, in which the selected literature was collected, screened, and categorized based on its relevance to critical pedagogy, Social Studies learning, and ecological awareness. The second stage focused on synthesizing, by comparing key arguments, concepts, and perspectives across the selected studies to identify points of convergence and divergence. The third stage involved identifying themes, by examining recurring patterns and conceptual relationships that explain how a critical pedagogy approach can be integrated into Social Studies learning to strengthen students' ecological awareness. The results of the analysis were then synthesized descriptively to construct a conceptual framework that explains the role of critical pedagogy in fostering ecological awareness through Social Studies education. Through this methodological approach, the study provides a comprehensive and replicable theoretical foundation relevant to the development of sustainability-oriented Social Studies learning practices.

Results and Discussion

To clarify the flow of thought and conceptual position of this article, a conceptual framework is developed to illustrate the relationship among the critical pedagogical approach, Social Studies learning, and environmental issues in building students' ecological awareness. This framework places the principles of critical pedagogy as the primary foundation that directs the Social Studies learning process, so that it is not only oriented towards mastery of material but also towards developing critical and reflective awareness of environmental issues. By integrating environmental issues such as climate change, pollution, and biodiversity loss into dialogic, participatory Social Studies learning, this approach is expected to foster students' ecological awareness as part of sustainable social transformation. This conceptual framework is presented in Figure 1:

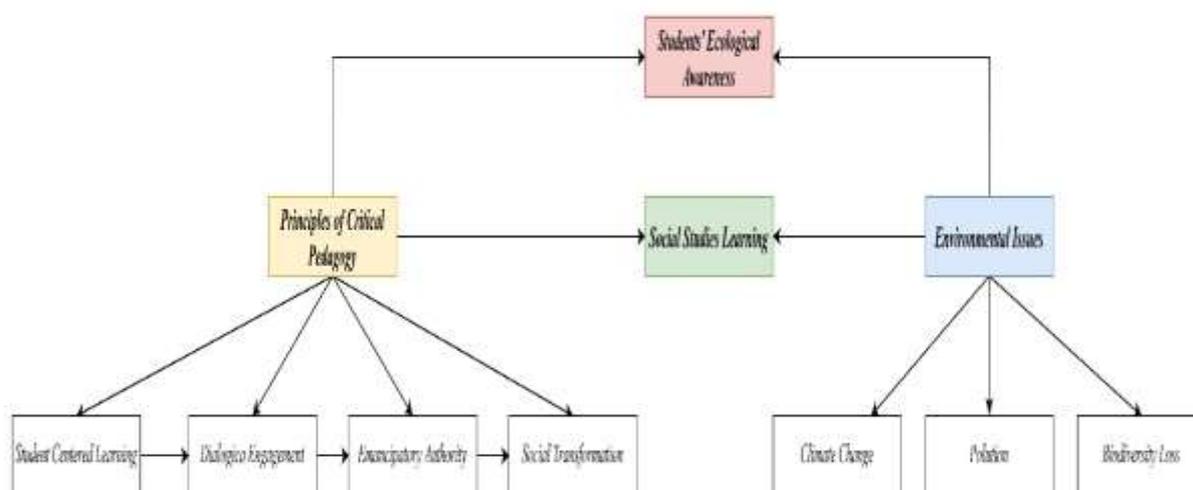


Figure 1. Conceptual Framework for Strengthening Students' Ecological Awareness through a Critical Pedagogy Approach in Social Studies Learning

The development of students' ecological awareness indicates that Social Studies learning still requires further strengthening to foster deeper and more transformative understanding. Learning practices that emphasize conceptual understanding can be further enhanced by expanding opportunities for critical reflection and by linking environmental issues to the social, economic, and political contexts in which they are embedded. Without such enrichment, ecological issues tend to be understood in a partial manner and may not fully encourage students to examine human-environment relationships comprehensively. In this context, Critical Pedagogy provides a developmental framework that promotes problematization, reflective dialogue, and contextual analysis, enabling Social Studies education to play a more effective role in deepening students' ecological awareness and orienting learning toward sustainability (Hnatyuk et al., 2024).

Various studies confirm that the current environmental crisis cannot be separated from the human perspective that positions nature as an object of exploitation. The ecological crisis is a crisis of perception, namely, the way humans view themselves as separate from the ecological systems that sustain their lives (Sugiyamin et al., 2024). This perspective encourages development practices that ignore environmental carrying capacity and long-term sustainability (Maruddani et al., 2025; Nugroho et al., 2025). Therefore, education has a strategic role in building a new perspective that is more ecological, relational, and sustainable.



Ecological awareness is not only about knowledge of the environment but also encompasses attitudes, values, and actions. Education for sustainability must encourage a paradigm shift from a mechanistic, exploitative mindset to an ecological one that emphasizes connectedness, balance, and responsibility. Ecological awareness is the foundation for developing environmentally friendly behavior that is not temporary, but sustainable in everyday life (Heruyono et al., 2021; Živković & Đorđević, 2025)

Social studies learning plays a strategic role in developing students' ecological awareness. The subject substantively addresses the relationship between humans, society, and the environment across spatial and temporal dimensions. Through this subject, students can understand that environmental problems do not exist in isolation but are closely related to human social, economic, cultural, and political activities. Environmental issues such as climate change, pollution, and natural resource exploitation can be analyzed as the result of social choices and development policies (Mulianingsih, 2025).

However, various findings indicate that social studies learning in schools still tends to be oriented toward memorizing concepts and delivering material in a one-way fashion. This learning model provides little opportunity for students to connect the material to the realities of their lives. Freire criticized this approach as a banking-style education, in which students are positioned as empty vessels to be filled with knowledge, without the opportunity to question its meaning. In the context of environmental education, this approach has the potential to reduce environmental issues to mere cognitive knowledge, without implications for changing attitudes and actions (Susilowati et al., 2025). Therefore, to foster ecological awareness in a meaningful way, social science learning needs to be implemented with an approach that connects knowledge to students' social reality (Prihatin & Novianto, 2024).

A critical pedagogical approach becomes a relevant approach to this goal. Critical pedagogy views education as a liberating process aimed at building students' critical awareness of social reality, including environmental reality. Through critical pedagogy, students are not only encouraged to understand the world but also to reflect on it and, to some extent, seek to change it. A critical pedagogical approach enables the integration of environmental issues into the social studies learning context in a way that is contextual and reflective. Environmental issues are not presented as neutral facts but rather as social issues marked by vested interests, power relations, and the impacts of injustice. Critical pedagogy helps students understand the relationship between knowledge, power, and social practices. This approach raises students' awareness that environmental damage is a serious problem. Often have a greater impact on vulnerable groups in society (Kissling & Bell, 2020).

The implementation of critical pedagogy in social science learning rests on several key principles, namely student-centered learning, dialogic engagement, emancipatory authority relations, and an orientation toward social transformation. The principle of student-centered learning positions students as active subjects in the learning process (Mutiani et al., 2021). Students are encouraged to explore environmental issues around them through observation, discussion, and simple analysis. This approach makes environmental issues more relevant to students' lives.

Table 1. Learning Characteristics of Social Studies Based on Critical Pedagogy

No	Pedagogical Aspect	Characteristics in Critical Pedagogy
1	Teacher's Role	Acts as a facilitator and reflective guide who encourages questioning, dialogue, and critical examination of environmental issues
2	Student's Role	Positioned as an active and critical subject who explores,



		interprets, and problematizes socio-environmental realities
3	Learning Interaction	Dialogic and reflective, emphasizing discussion, problem-posing, and collective meaning-making
4	Environmental Content	Contextualized within social, economic, political, and cultural structures that shape human-environment relations
5	Learning Orientation	Directed toward critical awareness, ethical reflection, and social environmental transformation

This schematic illustrates that critical pedagogy in Social Studies learning emphasizes a transformative educational process grounded in dialogue, emancipation, and critical reflection. Rather than focusing on the transmission of environmental knowledge, critical pedagogy frames ecological issues as socially embedded problems that require analysis of power relations, responsibility, and collective action. Through this pedagogical orientation, students' ecological awareness is developed as a form of critical consciousness that supports sustainability-oriented learning outcomes. Dialogic engagement is a key principle in critical pedagogy. Dialogue allows for the exchange of ideas, shared reflection, and the formation of deeper understanding. Dialogue is used to discuss environmental issues from various perspectives. Students are encouraged to express opinions, share experiences, and critique social practices that impact the environment. Dialogue is at the heart of liberatory education because, through dialogue, students and educators learn together (Piosang & Tristan L., 2018).

The principle of emancipatory authority is reflected in the changing role of teachers. They are no longer the sole source of truth, but rather facilitators who guide the learning process. This more equal relationship provides space for students to boldly express critical views, including in discussing complex and sensitive environmental issues. In science learning, knowledge socially, this principle is important because of environmental issues, often related to public policy and economic interests.

Orientation to transformation: Social science is the ultimate goal of critical pedagogy. Social science learning does not stop at conceptual understanding but is directed toward fostering awareness and action. Students are encouraged to see themselves as part of society with a role in maintaining environmental sustainability. Social transformation, in this context, can begin with changes in attitudes and behaviors that are more environmentally friendly, just as a good education shapes individuals who are not only intelligent but also wise in their treatment of nature.

Integrating critical pedagogical principles into social studies learning on environmental issues can be achieved through various strategies. Climate change issues can be examined through analyses of human activities, industrialization, and development policies. Pollution issues can be discussed through case studies of waste and sewage management in the surrounding environment (Joseph Jeyaraj, 2020; Luitel et al., 2022)). Meanwhile, biodiversity loss can be linked to the exploitation of natural resources and their impact on local communities. This approach helps students understand environmental issues holistically and critically.

The results of the discussion indicate that social studies learning, combined with a critical pedagogical approach and environmental issues, has great potential for building students' ecological awareness. The ecological awareness formed is not only cognitive but also encompasses affective and ethical dimensions. Students begin to realize that environmental issues are closely related to social choices and that they have a role in maintaining environmental sustainability (Cogo, 2023; Piosang & Tristan L., 2018).



Therefore, strengthening ecological awareness through critical pedagogy-based social science learning can also be understood as a process of developing students' historical and structural awareness of environmental issues. Students are not only encouraged to understand current environmental conditions but also to explore the historical and social roots of various environmental problems. In the aspect of climate change, for example, students can be guided to understand how industrialization, economic globalization, and modern development patterns contribute to increasing greenhouse gas emissions. This approach helps students see that environmental crises are not sudden events but rather the result of long-term social processes.

In social studies learning using a critical pedagogical approach, environmental pollution issues can serve as concrete examples to build students' ecological awareness. Air, water, and soil pollution can be examined through case studies relevant to students' lives, such as river pollution near their homes or waste accumulation in the school environment. Through a critical pedagogical approach, students are not only asked to identify the impacts of pollution but also to analyze its causes, including consumer behavior, poor waste management, and a lack of oversight of environmental policies. This process encourages students to understand that environmental pollution is a social problem that requires collective solutions.

Conclusion

Based on the study's results, a critical pedagogical approach has significant potential to strengthen students' ecological awareness through Social Studies learning. Critical pedagogy enables social studies learning to move beyond memorizing concepts to a dialogical and reflective process that connects subject matter to the social and ecological realities around students.

Integrating environmental issues into social studies learning through critical pedagogy encourages students to understand that environmental problems are social issues influenced by human activities, power relations, and development policies. This approach not only strengthens cognitive skills but also shapes attitudes, values, and ecological concerns that underpin sustainable behavior. Students are positioned as active learning subjects, critical of reality and aware of their role as members of society responsible for environmental sustainability.

Thus, critical pedagogy-based social studies learning can be understood as a relevant pedagogical strategy for fostering ecological awareness while simultaneously encouraging social transformation toward more equitable and sustainable development. This article emphasizes the importance of implementing a critical pedagogical approach in social studies learning as a strategic effort to address the challenges of the global environmental crisis through education.

Recommendation

This article recommends strengthening the implementation of critical pedagogy in Social Studies education as a pedagogical strategy to develop students' ecological awareness in a deeper and more sustainable manner. Educators are encouraged to integrate reflective dialogue, contextual problem-posing related to environmental issues, and emancipatory learning relationships into everyday teaching practices. Furthermore, future research is recommended to empirically examine the application of critical pedagogy across different



educational levels and contexts in order to expand the empirical evidence and assess the effectiveness of the conceptual framework proposed in this study.

References

- Adams, M. (2016). Ecological Crisis Through a Social Lens. In M. Adams (Ed.), *Ecological Crisis, Sustainability and the Psychosocial Subject: Beyond Behaviour Change* (pp. 39–66). Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-35160-9_3
- Balbin, S., & Balbin, F. M. A. (2024). Percepções dos alunos sobre a integração da sustentabilidade no ensino de Estudos Sociais. *Diversitas Journal*, 9(3). <https://doi.org/10.48017/dj.v9i3.3036>
- Cogo, A. (2023). Introduction to the Special Section on Critical Pedagogy. *ELT Journal*, 77(2), 131. <https://doi.org/10.1093/elt/ccad021>
- Collado, S., Rosa, C. D., & Corraliza, J. A. (2020). The Effect of a Nature-Based Environmental Education Program on Children's Environmental Attitudes and Behaviors: A Randomized Experiment with Primary Schools. *Sustainability*, 12(17), 6817. <https://doi.org/10.3390/su12176817>
- Digdoyo, E., Danial, E., & Bestari, P. (2024). *Civic Engagement in Promoting Urban Ecological Awareness*. 490–501. https://doi.org/10.2991/978-2-38476-242-2_48
- Fatmawati, E., & Ningsih, T. (2024). Efforts To Build Global Awareness Through Social Studies Learning In The Era Of Industrial Revolution 5.0. *Pionir: Jurnal Pendidikan*, 13(2), 78–93. <https://doi.org/10.22373/pjp.v13i2.24292>
- Heruyono, A., Herdiansyah, H., & Putri, L. G. S. (2021). Environmental ethics perspective in fostering environmental awareness in the bandung eco-camp community. *IOP Conference Series: Earth and Environmental Science*, 802(1), 012050. <https://doi.org/10.1088/1755-1315/802/1/012050>
- Hnatyuk, V., Pshenychna, N., Kara, S., Kolodii, V., & Yaroshchuk, L. (2024). Education's role in fostering environmental awareness and advancing sustainable development within a holistic framework. *Multidisciplinary Reviews*, 7, 2024spe012-2024spe012. <https://doi.org/10.31893/multirev.2024spe012>
- Ikiugu, M. N., Taff, S. D., Kantartzis, S., & Pollard, N. (2025). *Routledge Companion to Occupational Therapy: Theories, Concepts and Models*. Taylor & Francis.
- Joseph Jeyaraj, J. (2020). Possibilities for critical pedagogy engagement in higher education: Exploring students' openness and acceptance. *Asia Pacific Education Review*, 21(1), 27–38. <https://doi.org/10.1007/s12564-019-09605-0>
- Khrolenko, M. (2021). Ecological Competence Of A Future Teacher As A Component Of Educational Programs: Problems And Prospects. *Pedagogy and Education Management Review*, 2, 90–98. <https://doi.org/10.36690/2733-2039-2021-2-90>
- Kissling, M. T., & Bell, J. T. (2020). Teaching social studies amid ecological crisis. *Theory & Research in Social Education*, 48(1), 1–31. <https://doi.org/10.1080/00933104.2019.1673267>
- Luitel, B. C., Dahal, N., & Pant, B. P. (2022). Critical Pedagogy: Future and Hope. *Journal of Transformative Praxis*, 3(1), 1–8. <https://doi.org/10.51474/jrtp.v3i1.599>
- Maruddani, R. F., Maruddani, R. T. J., & Ruhimat, M. (2025). Building Eco-Awareness in Preschool Children. *The Eurasia Proceedings of Health, Environment and Life Sciences*, 17, 65–72. <https://doi.org/10.55549/ephels.152>



- Mulianingsih. (2025). Disaster Mitigation Tactics Through Enhanced Higher Order Thinking Skills via Active Learning in Social Science Education. *Journal of Ecohumanism*, 4(1), 3277–3283.
- Mutiani, Arisandi, H. A., & Faisal, M. (2021). *Collaborative Learning: Building Ecological Awareness Through Social Studies*. 99–103. <https://doi.org/10.2991/assehr.k.210222.014>
- Narvaez, L., Eberle, C., Janzen, S., O'Connor, J., Hartmann, L., & Sood, K. (2025). *Technical Report: Realign with Nature*. <https://doi.org/10.53324/FTUI6286>
- Navarete, C., Wilde, J., Nelson, C., Martínez, R., & Hargett, G. (1990). *Informal assessment in educational evaluation: Implications for bilingual education programs*. NCBE Program Information Guide Series. www.ncele.gwu.edu/pubs/pigs/pig3.htm
- Nugroho, D. A., Wahyu, W., & Casmana, A. R. (2025). Engaging Learning for Environmental Awareness: Integrating Virtual Reality in Ecological Citizenship Education. *Journal of Moral and Civic Education*, 9(1), 36–47. <https://doi.org/10.24036/8851412912025865>
- Piosang & Tristan L. (2018). Principles of Critical Language Pedagogy: A literature review – Consortia Academia. *International Journal of Research Studies in Language Learning*, 7(2), 103–109.
- Prihatin, N. A., & Novianto, V. (2024). Enhance Students' Creativity And Environmental Awareness Through Social Studies Learning Based On Eco-Digital Pedagogy. *International Conference on Applied Social Sciences in Education*, 1(1), 381–387. <https://doi.org/10.31316/icasse.v1i1.6991>
- Robie, D. (2021). (New) Ecological Problems: Post-pandemic Climate Change Remains an Oceania Existential Threat. *IKAT: The Indonesian Journal of Southeast Asian Studies*, 4(2), 129–143. <https://doi.org/10.22146/ikat.v4i2.59677>
- Sugiyamin, Erawati, T., Karjono, S., & Sudirman, A. (2024). *Fostering Ecoliteracy to Enhance Environmental Awareness among Children and Adolescents* (pp. 14–25). <https://doi.org/10.22159/ED.c2>
- Susilowati, D., Saputro, B., & Sutono, A. (2025). The effect of strengthening the literacy movement in natural and social sciences (IPAS) learning on improving students' scientific literacy and critical thinking skills. *Primary: Jurnal Pendidikan Guru Sekolah Dasar*, 14, 11–28. <https://doi.org/10.33578/jpfkip-v14i1.p11-28>
- Sutrisna, I. P. G., Bhandesa, A. M., Wulansari, N. T., & Susanta, I. P. A. E. (2025). Ecopedagogic-Based Education to Foster Ecological Awareness in Indonesian Language Learning. *Utamax: Journal of Ultimate Research and Trends in Education*, 7(2), 124–135. <https://doi.org/10.31849/8jrnyn11>
- Yadav, S. (2025). Education for Sustainable Awareness With Integrating Eco Awareness Into Educational Curricula: Strategies and Challenges. In *Exploring Pillars of Sustainability for Modern Age Improvements* (pp. 103–122). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3693-5748-4.ch006>
- Živković, L., & Đorđević, I. (2025). Environmental education of students for a green future. *Planska i Normativna Zaštita Prostora i Životne Sredine, Zelena agenda u prostornom i urbanističkom planiranju-od strategije do implementacije*, 405–410. <https://doi.org/10.5937/PNZPZS25405Z>