

PROBLEMS OF URBAN COMMUNITIES' ECOLOGICAL AWARENESS IN THE PERSPECTIVE OF CIVIC ENGAGEMENT

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Abstract

This study focuses on ecological awareness problems of urban communities from the perspective of Civic Engagement. The case study used was the role of Child-Friendly Integrated Public Space (RPTRA) in Jakarta. As a model approach in building the ecological awareness of urban communities, the author used one of the theories of cultural value orientation which was strengthened by the ecological theory of citizenship as a perspective for analyzing social-humanities studies. The results show that the involvement of government elements, educational institutions, corporate CSR, and the use of green open public spaces can form a place as a social facility. Even though dynamics, the existence of these public facilities can directly shape the attitude of urban communities who care (respect) for ecological awareness based on responsiveness, activeness, tolerance, cooperation, solidarity, and responsibility in order to become a civilized urban community.

Keywords: Ecological Awareness, Urban Communities, RPTRA, and Civic Engagement

INTRODUCTION

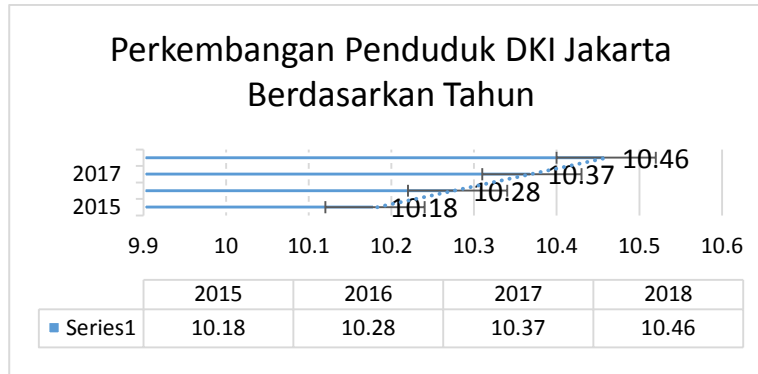
The urban communities have the hope of becoming the center of civilization or wanting to create a better environment. As noted by Krasny, Alex Russ, et al. (2010, 2013, and 2015) ecology plays a very important role in society because a good environment will automatically shape the attitudes of good citizens. However, this hope occasionally faces obstacles because they are often challenged with the dynamics of development policies. This view is reinforced by Dudley and Gitelson (2003) and Lukito (2018).

These various obstacles include the behavior of people who lack awareness in maintaining harmonies between humans and their environment. For this reason, Dunn (2004) explained that in an effort to solve problems related to the ecological awareness of urban communities, the involvement of certain parties is not enough. Thus, it is necessary to involve related parties such as government, educational institutions, the business world, and social groups that are concerned about and for the environment (ecology). The awareness of public building, as stated by Fauzi and Bestari (2019), can also be done through a political-policy education approach.

This study is reinforced by Budimansyah (2016) who argued that one of the causes of the ecological crisis is a lack of awareness and weak community character education in managing the environment. This opinion is strengthened by Chang (2001) in his book entitled morality and the environment. Concerning the object of this research, Jakarta needs to improve the quality of life of its citizens from an ecological awareness perspective. The goal is to create an environment that is safe, comfortable, orderly, and stress-free.

Meanwhile, Jakarta is still dealing with the dynamics of population, utilization, and environmental management issues that have not been going well. Referring to the data on the development of statistics on the population of DKI Jakarta in 2018, one of the reasons is the annually increasing development of population and urbanization. As an overview, data on the development of the population of Jakarta from 2015-2018 is described in the following figure.

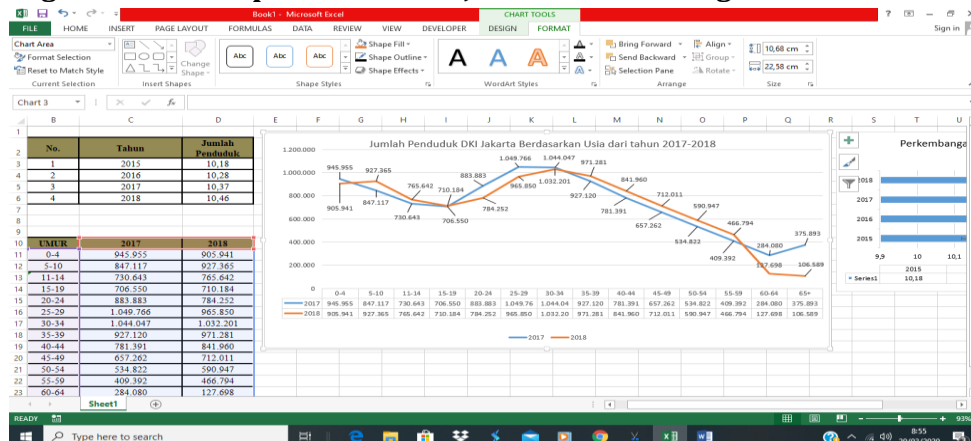
Figure 1. DKI Jakarta Population Development by Year



Source: DKI Jakarta Population Statistics Data, 2018

Additionally, an overview of the data on the development of the population of DKI Jakarta based on age from 2017-2018 is as follows:

Figure 2. Total Population of DKI Jakarta Based on Age from 2017-2018



Source: DKI Jakarta Population Statistics Data, 2018

The data show that the population of Jakarta in 2017 was 10,177,924 people, while in 2018 it increased to 10,467,629 people. It can be concluded that the population in the capital city of Jakarta increases by 269 people daily, or 11 people per hour. The population which keeps increasing annually, without any increase in the size of land areas that is actually getting narrower with irregular management of housing, results in Jakarta to automatically involution experience.

On the other hand, public awareness of the environment tends to be weak. The reason is that one of the big problems that are often faced by the people of Jakarta and other urban communities from time to time is a weak environmental awareness (ecology) (Keeter, 2002). This means that environmental wisdom is considered an issue that has been left behind or abandoned because the development planning process often ignores the impact

of ecological wisdom (Rondli (2017) and Prasetyo (2016)). Hence, it is necessary to conduct a study related to environmental awareness (ecological) problems of urban communities from the perspective of Civic Engagement.

As a key analysis, this study uses one of the theoretical approaches of cultural value orientation, especially the view of human life towards nature, developed by Cidle Klukchon (Koentjaraningrat, 1974) and reinforced by Bronfenbrenner (1986) and (1998) who argued that there are tradeoffs between individuals, groups, and the environment. Consequently, according to Supriyatna (2017), in an effort to build environmental awareness, an environmental-based educational approach (ecopedagogy) is needed.

Based on Bronfenbrenner's theory mentioned earlier, active and passive interactions for children are influenced by three environments, namely; microsystems, ecosystems, and macrosystems. Microsystems include family, parents, peers, schoolmates and teachers, and the neighborhood. Ecosystems influence the development of children's character due to external consequences, for example; parents' workplace environment, experiences gained outside family members, school and community regulations, and the influence of print, electronic, and social media.

The last one is the macrosystem which is an external layer that can influence children's behavior, for example, the state ideology, bureaucracy-government and the political situation, religious tradition, customary law, and local culture because the culture is considered to influence someone's survival within a community. On this basis, researchers were motivated to conduct a study on the problems of ecological awareness of urban communities from the perspective of Civic Engagement by using the Child-Friendly Integrated Public Space (RPTRA) Taman Sawo, South Jakarta as the object of study.

RESEARCH METHODOLOGY

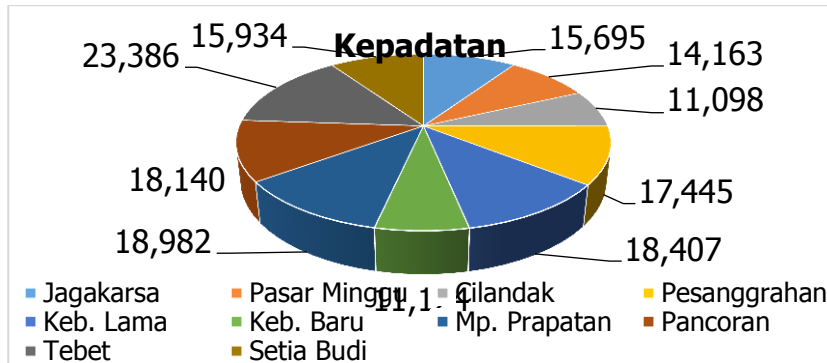
This research was a qualitative approach. The qualitative research was used in the hope that it can enter the life of certain communities, in events, behavior, organizational functions, and social movements (Creswell (2009), Danial (2009) and Sugiyono (2015). Based on the research focus on ecology-based Civic Engagement, the selected informants were RPTRA/RPTH managers, related service officials at the sub-district or district level, as well as community leaders in the city of South Jakarta. Furthermore, in order to complement and strengthen the data, literature reviews (books, e-books, journals, e-journals, articles, social media, and other resident media such as photo documentation, maps, and other document sources) were used.

RESULTS AND DISCUSSION

Object of Research

The RPTRA Taman Sawo is geographically located in the North Cipete Sub-district area, Kebayoran Baru District, South Jakarta Municipality. Based on the Profile of South Jakarta (2017), the division of regions of the Administrative City of South Jakarta consists of ten (10) districts and sixty-five (65) sub-districts. Based on the 2018 South Jakarta statistics, it shows that the most densely populated area is in the Jagakarsa District, meanwhile Kebayoran Baru District falls into a medium-density criterion. The following is demographic data for 2018 based on sub-districts in South Jakarta Municipality.

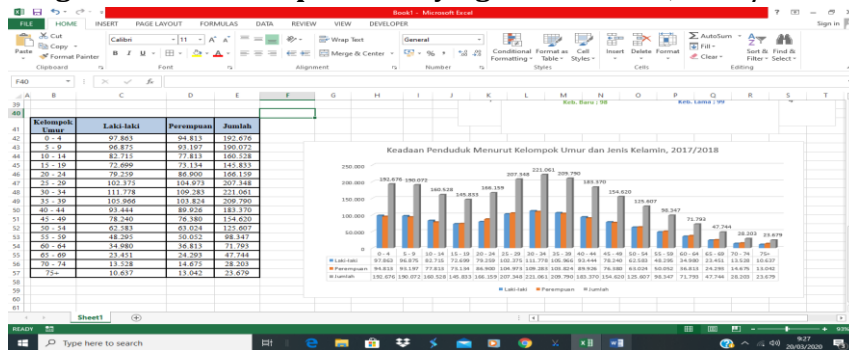
Figure 3. The Demographic Condition of the South Jakarta Regional Municipality in 2018



Source: Central Jakarta Administration City Statistics Center, 2010-2020 Indonesian Population Projection, and South Jakarta Administrative City Book (2018).

Furthermore, the following is a description of the data on the condition of the population of the South Jakarta Municipality according to Age Group and Gender Group for the 2017/2018 period.

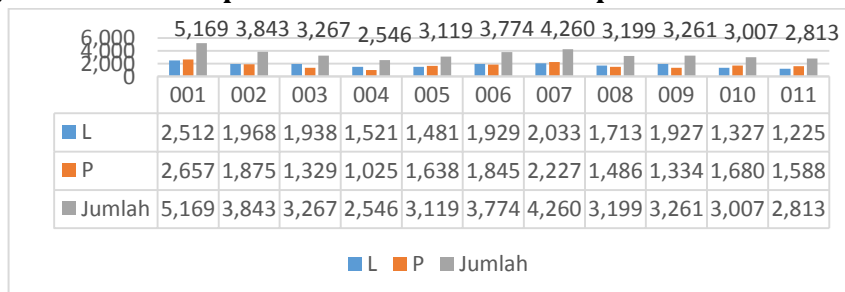
Figure 4. State of Population by Age and Gender, 2017/2018



Source: South Jakarta Administrative City Central Statistics Agency on Indonesian Population Projection 2010-2020, and the South Jakarta Administrative City Book (2018)

Based on the records of the Population and Civil Registry Section of North Cipete Sub-District (2017-2018), the total population is 38,444 people. The population density is centered in RW 001 and 007, which can be seen in the following data:

Figure 5. Data of Population Condition in RW Cipete Utara Sub-District

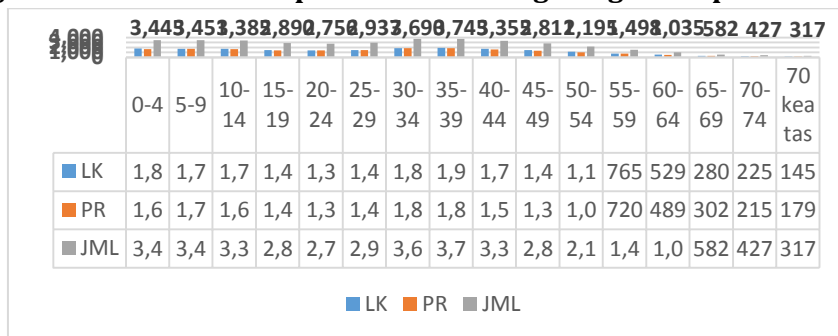


Source: North Cipete Sub-District Data, 2018/2019

The data above shows that the population aged 30-44 is the majority of the productive population. It is followed by the group aged 0-14 years which takes the second rank. It shows that children as the younger generation need serious guidance both in their families and in

society. The following is the data on the condition of the population according to age group and gender in Cipete Utara Sub-District.

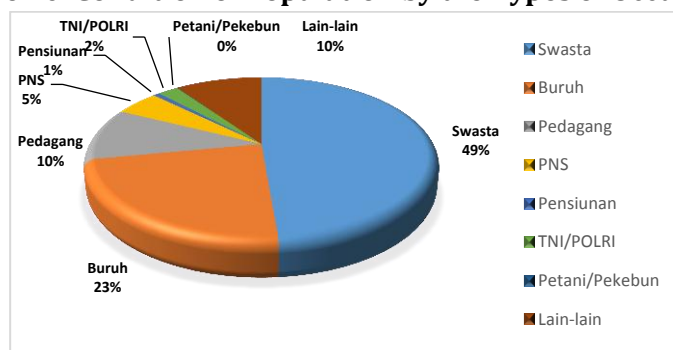
Figure 9. Condition of Population according to Age Group and Gender



Source: North Cipete Sub-District Data, 2018/2019

Associated with data on occupation types, the communities are generally private employees, laborers, traders, and civil servants as for the rest. Further population data according to types of occupations are described in the following diagram.

Figure 10. Condition of Population by the Types of Occupation



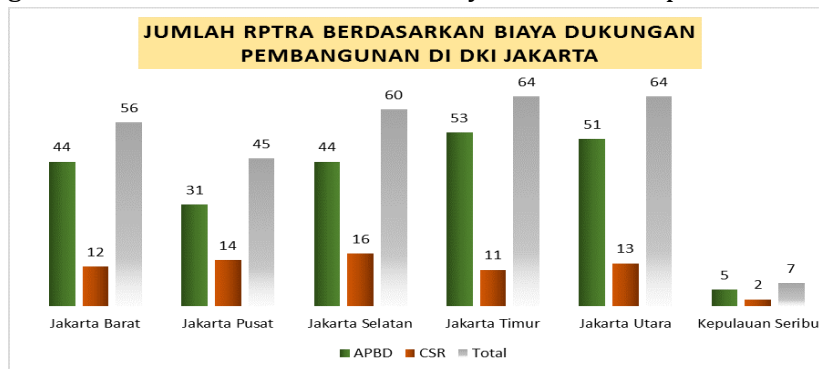
Source: North Cipete Sub-District Data, 2018/2019

Based on these data, it can be concluded that the majority of the population of North Cipete Sub-District are private employees which include; company employees, traders, freelance workers, as well as independent MSME businesses, then followed by other professional occupations.

RPTRA AND LEGAL CONSIDERATION OF ESTABLISHMENT

Based on the data obtained, the DKI Jakarta Provincial Government established 296 RPTRAs in each village from 2015 to 2019. As described by Iqsan Iswara Putra (Head of Department of Empowerment, Child Protection and Population Control DKI Jakarta), the year of 2018 was the last year of RPTRA development due to a limitation of land ownership under the DKI Jakarta Regional Government. Furthermore, an overview of data on the establishment of the RPTRA and the role of the Company's CSR based on the administrative city area of DKI Jakarta is listed as follows:

Figure 11. Data of RPTRA Based on City Areas and Corporate CSR Involvement



Source: Department of Empowerment, Child Protection and Population Control DKI Jakarta, 2019

Based on these data, the Administrative City area that has the largest number of RPTRA units is East Jakarta and North Jakarta; each with 64 units. Afterward, as many as 228 other RPTRA units in DKI Jakarta were built using the DKI Jakarta Regional Budget, and 68 RPTRA units were built on funds collected from the Corporate Social Responsibility (CSR) companies as the partners of the DKI Jakarta Government. The following is the data regarding the 10 districts in DKI Jakarta where RPTRA units are mostly established, as shown in the following graph:

Figure 12. Data of 10 Districts with The Most RPTRA Units in DKI Jakarta



Source: Department of Empowerment, Child Protection and Population Control DKI Jakarta, 2019

Based on the data above, the districts with the largest number of RPTRA units are Tanjung Priok District with 19 units, Cengkareng with 17 units, Cakung with 16 units, Cilincing with 13 units, Kembangan with 13 units, Jagakarsa with 12 units, Kelapa Gading with 12 units, Tanah Abang with 11 units, Pasar Minggu with 11 units, and Duren Sawit District with 11 units. The rest are scattered throughout other districts/sub-districts. The following is the data on the development period of the RPTRA from 2015 to 2019 in DKI Jakarta which is outlined in the following graph:

Figure 13. Data for the Establishment and Inauguration of the RPTRA units from 2015-2019



Source: Department of Empowerment, Child Protection and Population Control DKI Jakarta, 2019

The data above explains that the Governor of DKI Jakarta (BTP) succeeded in inaugurating 11 RPTRA units in 2015, 59 units in 2016, 220 units in 2017, 1 unit in 2018, and 5 RPTRA units in 2019. Data shows that most RPTRA units were built in 2017. Furthermore, in 2018-2019, the government completed the final development stage, so that the next stage will be the process of evaluating the operational services of each RPTRA unit in each village.

As a formal organization fostered by the DKI Jakarta Government, the legal consideration for establishing RPTRA includes: (1) Law Number 23 of 2002 concerning Child Protection which was amended to Law Number 35 of 2014; (2) Decree of the Minister of State for Women's Empowerment and Child Protection Number: 56/2010 on the Appointment and Designation of Provinces that Develop Child-Friendly Regencies/Cities; (3) Regulation of the Minister of State for Women's Empowerment and Child Protection Number: 12/2011, which states that; Children's rights are part of human rights that must be guaranteed, protected, and fulfilled by parents, family, community, and government; (4) Governor Regulation Number 122/2014 on Community Empowerment Movement through Family Empowerment and Welfare; and (5) Governor Regulation Number: 196/2015 on RPTRA Development which refers to the Guidelines for the Development of Child-Friendly Integrated Public Spaces. The management organization starts from the provincial level, city administration, district, sub-district, to the village level.

RPTRA AS THE OBJECT OF CIVIC ENGAGEMENT STUDIES

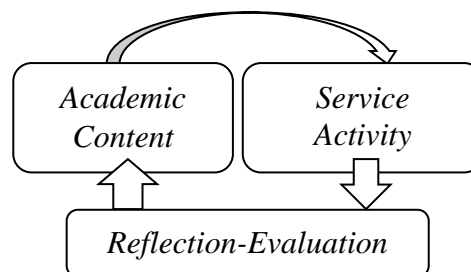
One of the means to build awareness of rights and obligations in society is through the education process (Nuryadi, Abdulkarim, and Bestari, 2017). Related to this research, Civic Engagement can be used as a basis for consideration in building ecological awareness of urban communities. The urgency of Civic Education is expected to not only run at the academic level but also can touch human values, nobility, honesty, civility, and have an impact on public awareness.

This view is emphasized by Wahab and Sapriya (2011) who argued that Civic Engagement is believed to be able to shape the character of good citizens, so it will foster a life of civic community or civil society which is based on the values of the Pancasila ideology, starting from the first principle to the fifth principle. This opinion is reinforced by Lucas (2009) who

mentioned that Civic Engagement is based on an integrative transdisciplinary social life.

The practice of Civic Engagement in DKI Jakarta has actually been running through social service facilities, and has received positive appreciation from the community because it can be used as a facility to foster and empower communities related to the process of building ecological awareness of urban communities. It can be concluded that through the study of Civic Engagement. These public facilities can become the basis for strengthening the social education process for children, adolescents, and the general public. Regarding management and service management, RPTRA has carried out two types of services, voluntary service and community service, which involve collaboration with various parties. This statement is reinforced by Giles and Chloe (2013) who emphasized that “service learning is pedagogy that combines academic studies with community services, and the learning is enhanced by international and regular reflection” (Karliani, 2014). This statement can be simply described as follows:

Figure 14. The relation of service learning with community service



Source: (Giles, 2011 in Karliani, 2014)

Based on the picture above, academic education service is very important, but social service is equally important. Regarding the urgency of the public space, a similar view was expressed by Hernowo (2017) and Herlina (2008). Thus, RPTRA, as one of the objects of social service community studies through its management, is required to be able to provide services that are socially responsible, either in services that are responsive to children or in other social services.

BUILDING URBAN COMMUNITY ECOLOGICAL AWARENESS IN THE PERSPECTIVE OF CIVIC ENGAGEMENT

Through the Civic Engagement approach on the RPTRA case study as a social facility, children and the community are taught to be sensitive, responsive, and participate in social life, especially in building ecological awareness. For this reason, Ekundayo (2013) and Malau (2017) explained that social services can be executed through social education which includes four ways, namely;

1). *Direct service learning.*

Social services are carried out face-to-face between managers and children, RPTRA managers and parents, and RPTRA managers, the general public, and the elderly; thus, services have implications for the real community.

2). *Indirect service learning.*

Social services give an impact on the environment by considering historical relations and the local culture.

3). *Advocacy service learning*

The RPTRA management cooperates with related parties in providing advocacy, psychological, and it is necessary to collaborate with related institutions to provide advocacy (consultation), psychology, mentoring, and community empowerment services.

4). *Research service learning*

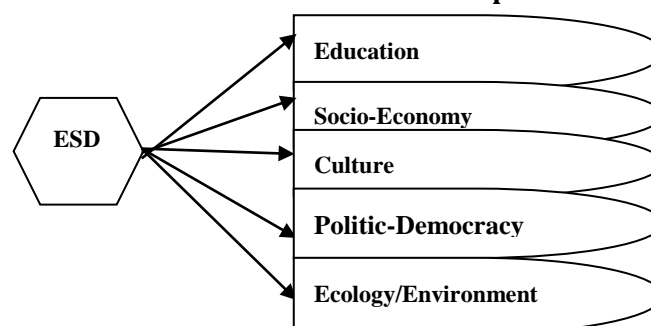
Besides providing assistance and community empowerment, RPTRA management activities cover a data collection activity, especially service activities, which aims to study and evaluate the performance of social services, thereby existing data can be the basis for determining policies.

Based on the mentioned views, concerning Civic Management, RPTRA has an important role for citizens in Jakarta. Not only does it have to be developed, but it also has to be utilized at its maximum by involving the community. The functioning process needs to be carefully observed as an effort to raise civic awareness and civic participation. It shows how important civic awareness is in civic participation without pressure from any parties; both individuals and groups.

Through the government regulation on the period of Basuki Tjahaya Purnama (BTP), the *Education for Sustainable Development (ESD)* program was considered and believed to be tremendously potential in connecting the gap appearing in business, education, and community. Therefore, the program could be utilized as a bridge between communities, which would be wrapped into ecological awareness.

This means that good collaboration between the Corporate Social Responsibility (CSR) companies, universities, and other social institutions is needed, and they are given a role to participate in building social facilities, which aim to provide a play area for children and a means to develop their talents, thus public space can function optimally for the city community. Basically, this view was reinforced by Rully (2018), Samsudin (2017), and Supriyanto (2018). Furthermore, related to the Education for Sustainable Development (ESD) program, the position and role of the RPTRA can be described as follows:

Figure 15. The Roles of RPTRA on ESD Implementation



Source: According to White in Karliani (2014)

The picture above shows the importance of considering development policies in urban areas, one of which is building sustainable social facilities as a facility for Civic Engagement. This principle was stated by White (2005) and Villaluz (2018). Through the construction of public

spaces, community services can be carried out, with which it directly or indirectly results in positive values for the communities themselves. Based on the explanation, the RPTRA development policy covers various issues, among others;

Education Issue

One of the issues raised by the DKI Jakarta regional government through RPTRA is the field of education, but it gives more emphasis on Civic Engagement. The message contained in this issue conveys that education exists for more practical use. This is because children and people of all ages can take advantage of social facilities in the form of green public spaces as learning facilities and community empowerment.

Socio-economic issues

Issues developed by the DKI Jakarta government along with the establishment of the RPTRA are not merely economic issues, but issues that were oriented toward social values (social-entrepreneurship). This means that children, adolescents, and adults are also given the opportunity to gain insight through economic empowerment. For example, in the form of assistance in training for packaging of home industry products, or assistance on consumption and production patterns. For this reason, in general, all mentoring and empowerment programs, involving children, adolescents, and parents in the areas where RPTRA, were established to conduct genuine community services without any fees. Next, through socio-economic issues, the groups that benefit from the establishment of the RPTRA are the MSMEs.

Socio-Culture Issues

In an effort to support the development of children's talents and interests, every RPTRA in Jakarta has become a center for the development of creative traditional cultural arts in the form of dance, music, silat, and various other art competitions. Directly or indirectly, if the DKI Jakarta Government, especially the Culture and Tourism Office, could seize opportunities, they would automatically be able to look for the seeds of talented artists, thus they can support a region in maintaining and developing its culture.

Politic Democracy Issues

This issue is related to the rights and obligations of citizens through democratic education in terms of public openness issues, awareness and law order issues, rights and obligations of citizens, management and assistance for the impact of population growth in urban areas due to urbanization, local government political policies in address famine, health awareness management issues, and other social rights.

Environmental Awareness Issues

This issue is implemented by providing assistance for environmentally conscious community behavior, both physical and social. This program can involve CSR companies, higher education institutions, non-governmental organizations, and related parties concerned with pro-environmental programs. Regarding environmental issues, the role of RPTRA, in addition to being used as a facility (laboratory) for Civic Engagement, is to be used as a social service space for disaster risk management for the local community.

Based on these issues, the RPTRA establishment program is a sustainability issue based on

Education for Sustainable Development (ESD), so it is hoped that it will not only guide, shape, and develop children's creativity to be aware of the environment but also think about strategies for preservation and empowerment of environment.

Mathar (in Segara, 2015) emphasized that the Education for Sustainable Development (ESD) program develops knowledge, skills, values, and views needed by the communities, thereby they can contribute sustainably related to the values of ecological, social, and cultural awareness.

RPTRA acts as a public space for non-formal social services in the field of community service education and is supported through community empowerment programs based on ecological values. The program works together by involving various elements; Higher Education, Non-Governmental Organizations (NGOs), and Corporate Social Responsibility (CSR). This means that learning methods involving children and the general public by utilizing public facilities can change people's attitudes and behavior to be more sensitive to environmental awareness. It is because awareness regarding the existence of ecology for the community is absolute (Brulle, 2010) and (Gusmadi, 2018). For this reason, if related to the Civic Engineering, RPTRA also supports the implementation of environmental awareness education; therefore, it becomes the emphasis in applied Citizenship Education studies within the society.

This view was reinforced by Winataputra & Budimansyah (2007) who argued that "value is neither taught nor caught, it is learned", meaning that the value of education is not merely captured and taught through formal educational institutions, but is more apprehended, so it can be implemented by individuals and social groups as an adaptive basis for urban communities. The statement explains that learning is a cultural process, so the educational process is a part of the cultural process (enculturation). The aim is to produce good, civilized, cultured, morally, and characterized citizens, which cannot be merely achieved through school institutions, but it needs to be implemented practically in community life.

CONCLUSIONS AND RECOMMENDATION

Based on this discussion, the researcher can conclude that; 1). This study objectively assessed that, through the governor's (BTP) policy and work program, the government has succeeded in establishing Child-Friendly Integrated Public Space (RPTRA) in various areas of DKI Jakarta, which number has reached 296 units. The development process involved various elements such as universities, the business world, and social institutions, so the ruling period of Governor Anies Baswedan (AB) is actually the right one to continue the programs of utilizing public facilities with positive values from the previous administration. The facilities mentioned can be used as social facilities as well as objects of Civic Engagement studies, so their existence can contribute to building ecological awareness for children and urban communities. 2). The study of Civic Engagement indirectly forms the attitude of urban citizens who respect the social environment based on responsive, active, tolerant, cooperative, and caring attitudes. In fact, the essence of Citizenship Education is not only educating citizens to be successful not only academically but also practically in social life. 3). The number of RPTRA has been considered adequate. However, management systems have to be improved especially in human resources, supporting facilities, calculating expenses, and other management.

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