

THE FUNCTION OF ENVIRONMENTAL LAW IN ACADEMIC CONTEXT: ENVIRONMENTAL LAW LITERACY

Tamaulina Br Sembiring*

Universitas Pembangunan Panca Budi, Medan, Indonesia
tamaulina@dosen.pancabudi.ac.id

Marjan Miharja

Sekolah Tinggi Ilmu Hukum IBLAM, Jakarta Pusat, Indonesia
marjan@iblam.ac.id

Irma Rachmawati Maruf

Universitas Pasundan, Bandung, Indonesia
irma.rachmawati@unpas.ac.id

Endang Fatmawati

Universitas Diponegoro, Semarang, Indonesia
endangfatmawati@live.undip.ac.id

Keywords

Environment Law;
Academic Context;
Law Literacy;
Qualitative Study.

Abstract

The function and existence of environmental Law certainly have an essential role in solving the problem of environmental damage in Indonesia, which has been claimed to be one of the countries that have failed to manage environmental management. Based on this interest, we try to review the Law and the function of environmental Law in an academic context in the hope of obtaining findings from various theoretical and application contexts. In reviewing various sources, we involve a comprehensive data coding system, in-depth data evaluation, and interpretations where we believe it is relevant to answer high facilities' problems. Our data search online on several publications released between 2010 and 2022 considering the last ten years, the issue of damage and the government's efforts to salvage support is increasing. It is hoped that this finding will be a refinement of further studies. At the same time, the purpose of this study is to collect several facts in the form of scientific evidence related to the function of environmental Law in an academic context.

INTRODUCTION

A safe and healthy environment can undoubtedly help humans live safely and productively in living their lives (De Lucia, 2017). On the other hand, if the environment is not well organized and there are many harmful factors, humans will have a bad effect on their lives. Other living things also need a healthy, safe and

conducive environment. A healthy environment free from pollution is the dream of every human being. Human attitudes and protection greatly determine environmental changes in their environment (Balog & Cyber, 2016). Utilization of natural resources, both biological and non-biological, significantly affects environmental conditions and can even overhaul a living system that is already balanced between life itself and its environment. In utilizing this resource style, humans must pay attention to the goals and consequences arising from their use of environmental damage, which in turn causes natural disasters (Goldman et al., 2014). Damaged forest arrangements will cause flooding, erosion, landslides, and drought in the dry season. Deforestation will also lead to reduced springs, where water is the source of life for all living things on this earth. Without water, humans cannot live properly; even human life on this earth will be extinct if the availability of sufficient water does not support it. To achieve the goal of a healthy life, humans need rules and laws that regulate the environment, following their expectations and needs for a healthy life (Brochmann & Hammar, 2020).

Environmental pollution and damage as a result of the impact of using technology in industrial activities and the low quality of behavior of some people are believed to cause problems in life and become an obstacle to the realization of sustainable development to improve human welfare, which is the goal in environmental management (Manisalidis et al., 2020). Therefore, all activities that damage the environment must be prevented and overcome, such as using sand mining, pumice excavation, and gold mining which will cause ecological hazards. The destruction of the order of the natural balance system significantly affects the survival of living things on this earth. Disposing of waste into the sea will also affect the marine ecosystem (Sekovski et al., 2012). Large waste disposal and disposal of small and medium enterprises will not impact the existing ecosystem. If we look at the rivers in the city, in terms of color, they have changed, not to mention the addition of indiscriminate garbage disposal and the disposal of used vehicle washes makes the river even dirtier. Poor waste management will also make the environment less comfortable because of foul odors and piles of garbage scattered everywhere. Waste discharged into the water can produce organic acids and liquefied gases such as methane which can be harmful. Industrial wastewater most often causes environmental problems such as fish mortality, poisoning to humans and livestock, plankton death, and accumulation in fish and mollusk meat, mainly when the liquid waste contains toxic substances such as As, CN, Cr, Cd (Lestari et al., 2021).

The survival of humans and other living things is threatened because of the declining quality of the environment, which will be exacerbated by increasing global warming that causes climate change. As a result, environmental protection and management by all parties involved must be severe and consistent (Sih et al., 2011). If environmental damage is allowed to continue, it will impact future generations. There need to rule that regulate and enforce them for everyone who violates laws and

regulations to anticipate that the existing environmental impacts are not too severe and do not endanger future generations (Reid, 2014). To prepare for this, Indonesia has several laws that regulate environmental protection, such as Law Number 18 of 2008 concerning Waste Management and Law Number 19 of 2009 concerning the Ratification of the Stockholm Convention on Persistent Organic Pollutants. 2009, relating to the management and protection of the environment. Based on Article 1 paragraph (2) of Law Number 32 of 2009 concerning Environmental Protection and Management (UUPPLH), environmental protection and management is a coordinated effort to preserve environmental functions and prevent environmental damage or pollution, which includes planning for utilization, control, maintenance, supervision, and enforcement (Cassey & Rahayu, 2021, August). Efforts to control an activity carried out by everyone, especially businesses that significantly impact the environment, are known as environmental impact control. In this case, environmental impact is defined as the impact of a business or activity on the environment (Fatimah et al., 2020).

Therefore, for the Indonesian environment to continue to be a source of life for the Indonesian people and other living things, the state, government, and all stakeholders in implementing sustainable development need to safeguard and manage the environment. Sustainable development is defined as a deliberate and planned effort that incorporates environmental, social, and economic factors into development strategies to ensure capability, welfare, and quality, according to Article 1 point (3) of Law No. 32 of 2009. lives of now and in the future (Baumgartner, 2014). Because environmental management provides economic, social, and cultural benefits and must be carried out based on prudence, environmental democracy, decentralization, and recognition and respect for local wisdom, Indonesia's environment must be adequately protected and managed based on the principle of responsibility. Additionally, the principles of sustainability, justice, and environmental sustainability (Nugroho, 2021).

In light of the issues mentioned earlier and the fact that irresponsible individuals cause significant environmental damage, it is necessary to discuss the Act's role in reducing environmental damage. Therefore, it is necessary to study and discuss environmental Law in Indonesia, regulated in Law Number 32 of 2009, environmental legislation for future generations in Indonesia. This Law regulates how to protect and manage the environment in a systematic way to achieve ecological balance and human welfare as an integral part of the environment. In addition to welfare and balance, Law no. 32 regulates efforts to preserve the environment sustainably and prevent environmental damage (Purwendah, 2020).

UU no. 32 of 2009 has several environmental law enforcement instruments, including Administrative Sanctions, which aim to monitor and prevent violations of environmental laws. Administrative sanctions include; written warnings, government coercion, freezing and revocation of permits, and freezing and revocation of environmental permits (Novita, 2021). Environmental Dispute Settlement Out of

Court. The community negotiates this settlement to ensure agreement between the two parties. Both parties can use the services of a mediator or an independent and impartial third party to help resolve disputes. An out-of-court settlement is carried out to achieve; the form and amount of compensation, and post-damage recovery measures, ensure no recurrence of pollution and environmental damage, and prevent the spread of negative impacts (Zulaeha et al., 2021).

Settlement of environmental disputes in Court requires an excellent legal instrument path in every settlement through the Court, which is carried out if certain parties are materially harmed so that the responsible party is obliged to pay a certain amount of money depending on the Court's decision (Pavoni, 2010)—controlling criminal activity. In addition to the larger ones, fewer criminal threats are included in the enforcement of this criminal Law, such as the expansion of evidence, punishment for violating quality standards, integration of criminal law enforcement, and regulation of corporate crimes. Even though there is a law that regulates it, there are still many violations of environmental Laws that humans carry out for their interests. In 2018, PT. Extravert Nasuba in North Sumatra dumps liquid waste into the Deli river because the company does not have adequate liquid waste disposal. River pollution cases arise because of public complaints to the authorities. As a result, PT. Extravert Nasuba received a letter of reprimand from the Medan City Government, and in the end, the Ministry of Environment and Forestry sealed PT. Extravert Nasuba (Dewi & Kurniawan, 2019).

Based on environmental law laws and examples of cases that have occurred, it is hoped that the community as a whole can understand and realize that they play an active role in protecting the environment as an integral part of the environment and how the risks they will get (Waldron, 2017). If they violate environmental laws. Law enforcement has a vital role in supporting the protection and management of the environment, as regulated in Law no. 32 of 2009. However, the Environmental Law also prioritizes local wisdom and the principle of subsidiarity approach, which aims to optimize the parties' awareness to preserve environmental functions. However, the Law must be enforced if this awareness does not exist. Based on environmental law laws and examples of cases that have occurred, it is hoped that the community can understand and realize that they play an active role in protecting the environment as an integral part of the environment and how the risks they will get if they violate environmental laws (Percival et al., 2021).

Law enforcement has a vital role in supporting the protection and management of the environment, as regulated in Law no. 32 of 2009. However, the Environmental Law also prioritizes local wisdom and the principle of subsidiarity approach, which aims to optimize the parties' awareness to preserve environmental functions. However, the Law must be upheld if this awareness does not exist (Boley & Green, 2016). The environment is vital in protecting the carrying capacity of natural resource ecosystems and environmental functions. It is also essential in national and

international economic life because it directly affects the country's economic life and the Indonesian people's lives. Barriers to overcoming the damage to ecosystems and environmental functions are also caused, among other things, by the ineffective role of the Act in preventing and overcoming ecosystem damage. Not many environmental violations, such as illegal logging, forest, and land fires, pollution, neglect of local community rights, and neglect of spatial planning, have been brought to justice (Purnomo et al., 2017).

Even recently, judges' decisions related to environmental issues have become the attention of the general public because sometimes one decision and another are inconsistent, so it becomes a question for the community and becomes an object of discussion, not only among legal practitioners who are concerned with the problem environment but also among the judges themselves (Slovic et al., 2016). Indonesia already has many environmental law enforcement instruments, such as settlements based on criminal Law, Civil Law, Administrative Law, and out-of-court settlement of environmental problems. The fact that of the many environmental cases that have occurred and been resolved by the Court, parties who have violated environmental Law are not charged with the maximum penalty, and many court decisions whose dictums are too general and not executable, shows that there is a weakness of judges in examining and deciding environmental cases in an Indonesian court. In addition, there are still differences in the decisions at the trial court at the first level and the appeal level, which must be addressed appropriately. The Judiciary is vital in preventing and overcoming the destruction of ecosystems and environmental functions, including through (Maruf, 202).

It tests the validity of regulations under state laws and administrative decisions that are thought to impact ecosystem disturbances—imposing criminal sanctions for perpetrators of crimes and environmental violations. It provides a forum for sufferers of losses and the state to obtain compensation (Hall, 2017)—exploring and making new legal discoveries to fill legal voids and protect ecosystems' carrying capacity. Carrying out these four roles requires adequate mastery of environmental law knowledge and skills and the integrity of judges and other law enforcers. A legal and judicial system, however sound, will not work well if there are weaknesses in its application by judges. Therefore, the Research and Development Center for Law and Justice of the Supreme Court of the Republic of Indonesia for the 2006 fiscal year feels the need to take the theme of research on Environmental Management because, from the process of examining the case, it can be concluded that in addition to many complex legal issues, it seems that not all judges have sufficient knowledge or mastery of the applicable Law on Environmental Management, and can implement it appropriately. This research is a study to find out how many types of crimes related to environmental destruction occur in areas in Indonesia and to what extent the judge's ability to apply existing regulations (QC, 2014).

RESEARCH METHOD

Furthermore, in this method and material section, we will explain the data such as this research, starting with identifying and formulating problems related to understanding the function of environmental Law in an academic context, which is part of legal literacy in the environmental field (Bell et al., 2022). A series of studies have reported that the existence of environmental Law provides readers with a lot of enlightenment and understanding. However, few have discussed environmental Law and its functions related to the academic context and the relationship between the environment and education. Completing the discussion of this study, we have conducted a series of data searches on several legal and environmental education study databases, which we believe can answer this problem based on high validity and reliability (Monroe et al., 2019). Review various reports on the results of studies published in several publications, both books and journal articles released between 2010 and 2022, after we have studied and analyzed them under a phenomenological approach. We chose this approach because this phenomenon is relevant to the qualitative study (Benetka & Joerchel, 2016). This approach is a strategy to get answers to something phenomenal among several existing data sets to be studied to answer something being asked. As for the data review process, we do this by involving a comprehensive evaluation data coding system and accurate interpretation. In-depth analysis and conclusion based on valid data. This study entirely depends on the current data we report in a descriptive qualitative study design which follows various formats of reporting happy literature review (Hamari et al., 2014). This study wants to understand several scientific pieces of evidence published in various scientific journals. Thus, among others, the steps in the procedure for carrying out this study that we carried out were starting from formulating and identifying problems with data theft and reporting the results (Pamungkas et al., 2020).

RESULT AND DISCUSSION

Environmental Law Function

The existence of environmental Law has a vital role in overcoming various environmental damage that has occurred so far. It is not enough with the rule of Law; environmental law enforcement is also inseparable from environmental protection and management (Ryan, 2014). Vigorous law enforcement can deter perpetrators of pollution and environmental damage from prospering the community in order to create sustainable development for a better life. The functions of the environment include: As a place to get food. The environment is a source for obtaining food to meet needs (Sobczyk, 2014). As a place for activity. A good living environment will be a place for fun activities as a place to live (Stone, 2017).

Environmental protection and management will not run optimally without adequate legal instruments specifically regulating the protection of the environment. The environment will experience tremendous destruction without any preventive measures and provide laws against those who violate it. The Law is vital in providing a deterrent to those violating environmental laws. If no law regulates the environment, it will cause tremendous damage to the environment. People arbitrarily use protected forests for personal gain without caring about others (Ijaiya & Joseph, 2014). The existence of environmental Laws that firm against the violator's accompaniments will minimize environmental damage. This is because the punishment given by Law to violators is hefty. In enforcing environmental Law, all forms of violations and crimes have been regulated, for perpetrators, both those committed by individuals and entities with preventive (preventive) and repressive (repressive) measures. Several types of instruments can be applied to this repressive measure, depending on the need, consideration, and impact it causes (Dmytriyev et al., 2020).

The instruments in question include Administrative Actions, Civil Actions, and Criminal Actions. Of the three instruments, there is no priority scale or the first and last order. So if there is an assumption that a criminal act is the last punishment in its application and if other actions do not solve the problem. This is not entirely true; this crime is only resolved unilaterally and has not yet reached the side of the sufferer, namely a group of people affected in the form of recovery to its original state. According to Suhendro et al. (2021), Environmental Law is a field or branch of a special kind of Law, which Drupsteen refers to as a functional law field (functional rechtsgebeid) and includes aspects of administration, criminal Law, and Civil Law. Therefore, environmental law enforcement can be understood as using administrative, criminal, and civil legal instruments and penalties (Pink, 2013). A state administrative lawsuit is a legal means of state administration that citizens or civil legal entities can use to take legal action against government officials or agencies that make decisions that are formally or materially in violation of environmental laws and regulations (Soehartono et al., 2021).

Government agencies can use only criminal law sanctions. Citizens, civil legal entities, and government agencies can use civil law instruments, such as civil lawsuits (Fukui, 2013). However, the State Administration is in charge of the majority of environmental law norms when compared to the other two legal fields. The environmental criminal Law contained in the 1997 UUPLH has made significant progress and is much more developed than the scope of the Criminal Code and the 1982 UUPLH. The 1997 UUPLH became the basis for the benchmark of the criminal law system for sectoral arrangements, which contained criminal law instruments, such as land, mining, forestry, fisheries, electricity, marine resources, and so on. Determination of criminal Law in specific fields that do not follow developments can use the provisions of the UUPLH as an alternative to overcome these gaps. UUPLH contains a relatively sophisticated criminal enforcement system that combines it with the

standard legal system. In some cases, for example, there is a crime of strict liability, namely criminal liability, without basing the aspects of the violation and the fault model (Lontoh et al., 2021).

Likewise, the criminal system is not solely based on the nature of causality, namely by first proving whether there is a causal relationship between events called material offenses, but also based on formal actions that violate the specified article (Bakhtiar et al., 2022). Environmental Law Enforcement System Obedience to users and implementers of laws and regulations, in this case, the community and state administrators, is closely related to environmental law enforcement. A sign that the purpose of the regulation has been achieved is a sign that the community is following the Law. Compliance-based law enforcement does not just happen; instead, it develops over time because of the awareness of each individual's obligation to comply with and disobey the applicable rules (Quirico, 2018). Environmental Law is enforced in complex ways to preserve and create an environment that every human can enjoy without affecting the environment itself. Statutory regulation in the form of Law and several implementing regulations have been made to capture the attitude of irresponsible parties. There is a need for an appropriate legal approach strategy for resolving environmental cases by optimally utilizing Law Number 32 of 2009 concerning the Environment to realize environmental management objectives through prevention and control of pollution. As a supporter of implementing these regulations, it is necessary to involve government officials who correctly understand the implementation and enforcement of environmental Law (Hitchcock, 2011).

Environmental administration law enforcement offers several strategic advantages over civil and criminal law enforcement. In addition, strategic advantages, particularly environmental administrative law enforcement, can be optimized as a preventive tool; administrative law enforcement, which focuses on prevention, may be more cost-effective than criminal and civil law enforcement, efforts to collect evidence, conduct field investigations, and employ expert witnesses. Producing causality in criminal and civil cases is more expensive than administrative law enforcement funds, including the costs of routine laboratory testing and field surveillance (Hitt et al., 2011). Administrative law enforcement is better able to involve the community. The community monitors the regulation or supervision of the licensing process, raises objections, and asks state officials to impose administrative sanctions. Because in the formulation of an environmental crime, an act is declared a crime if it is carried out contrary to administrative requirements, then an activity regulated in environmental criminal Law to be declared a criminal act is always associated with additional provisions in the State Administrative Law (Clifford & Edwards, 2011).

Removing Lata, or the fabric of Criminal Law and State Administrative Law in Criminal Environmental Law is a fact that must be accepted. Working together will improve environmental law enforcement, but if not, it will be a problem. Safa'at et al. (2017) confirmed that the criminal provisions of the UUPLH threaten criminal

sanctions to protect the environment (Kenedi, 2020). Procedures for handling criminal acts are called criminal procedural Law, particularly Law No. 8 of 1981, which is referred to as the Criminal Procedure Code (KUHP in this document). Based on the Criminal Procedure Code, the steps taken in the enforcement of criminal Law are as follows; Third Investigation Reporting, Investigation, Prosecution Session, and Judgment Decisions are implemented and monitored by others. According to the Environmental Management Law, Indonesia's environmental law enforcement system includes administrative law elements in addition to the compliance and enforcement phases (Ellenberg et al., 2019). Civil Law, as well as aspects of Criminal Law and International Law. As a result, the resolution of environmental cases often provides an opportunity to reflect on aspects of these four branches of Law. Local governments, with representatives from various sectors, play an essential role in environmental law enforcement at the compliance monitoring stage. Naturally, the capacity of the regional apparatus is required through training, the development of exemplary data networks, and the establishment of environmental funds so that the role of the apparatus in the regions can function effectively (Michener et al., 2012).

Law and environmental protection in the context of education

Environmental education in elementary schools is integrated into learning, meaning that it is taught according to the competence of certain subjects (Kimaryo, 2011). Therefore, teachers must understand the purpose of each subject so that the integration of environmental education does not deviate from the material to be taught. Based on the results of interviews, observations and documentation, it can be seen that environmental education at SD Negeri Bhayangkara is part of life skills education, including personal skills, social skills, and academic skills related to student self-development. Therefore, its integration is carried out in extracurricular and school programs. The integration of extracurricular activities refers to the applicable curriculum. The teacher inserts a topic or environmental issue in certain subjects so that it does not interfere with the learning objectives (Maries-Les, 2015). For example, in class IPA 2, environmental education is integrated with basic competence 1.2, identifying changes in the growth of animals (size) and plants (from seeds to plants), with indicators of caring for plants that grow. Likewise, in grade 4, environmental education is integrated into basic competence 10.1., describe various causes of changes in the physical environment (wind, rain, sunlight, and sea waves), with indicators of caring for plants and participating in making bio pores in the school environment. Meanwhile, other subjects that are also integrated are Indonesian, Social Studies, and Mathematics (Anish et al., 2021).

Reasons for Environmental Law Education

Some nations face challenges when it comes to achieving this environmental education goal. Before the State Environmental Protection Administration, State Board

of Education, and Central Propaganda Department published the National Environmental Publicity and Education Outline (from 1996 to 2010) 1996, we ignored environmental education (Saylan & Blumstein, 2011). In contrast, developed nations like Europe and the United States teach environmental education differently. After that, a Provincial Environmental Education and Propaganda Coordination Committee was established in each province. The Ministry of Education officially incorporated environmental education into the primary and secondary school curricula as part of China's most recent eighth essential education curriculum reform (Li, 2013). The development of guidelines for environmental education in elementary and secondary schools. Most of our students never received any environmental education before college. However, due to their role as the driving force behind the future social constructs and builders, they will work in various departments and occupations after graduation, with the majority becoming decision-makers, managers, or practitioners at various levels. The country's future will be troubling if they do not develop an awareness of environmental laws or violate environmental regulations (Portney, 2016).

Therefore, raising awareness is essential for China's environmental protection and sustainable development. Due to its high degree of plasticity, college students acquire a mature and typical outlook on life and the world. According to Stone (2017), improving their environmental law education is generally essential. It can assist students and universities in defining environmental concepts, cultivating an awareness of environmental rights, and ultimately achieving the six objectives of environmental education by providing environmental Law education; 1) build; 2) knowledge; 3) mindset; 4) the ability to evaluate; 6) involvement (May & Daly, 2015). It will be more focused and purposeful and take more effort to get results immediately. It is essential for environmental education. By making people more aware of environmental laws and protecting their rights and interests in the environment through laws, it aims to change how people think about the environment. It can significantly impact society more than environmental awareness and ethics education because it directly affects citizens' behavior (Janmaimool & Khajohnmanee, 2020).

Solutions for environmental education

We must combine legal, environmental, and vocational training with environmental education that focuses on basic knowledge. In China, as in most other countries, law school is a type of undergraduate education, and students have no previous experience with higher education (Shutaleva et al., 2020). However, in the United States, legal education is a type of graduate education in which students must complete four years of a related discipline before enrolling. Effective legal learning requires various basic academic knowledge as supporters because the legal system is a set of standard rules for all aspects of state and community life (Hutchinson & Duncan, 2012). Therefore, environmental law education must also strengthen the

theoretical foundation related to the environment. They first discussed the basic theory of environmental education. Special environmental education courses on environmental law education should be required at all universities (Zsóka, 2013). All aspects of environmental knowledge, including Environmental Law, environmental ethics, and environmental protection, should be covered in this course. Special environmental law education will be taught to every undergraduate student. In addition to professional courses, all schools must offer environmental law education courses as a feature of the discipline. Since each discipline has unique characteristics, it has different effects on the environment, and universities are cradles for developing specialized and qualified talents (Anderson et al., 2015).

As a result, all schools should offer these courses tailored to their students' professional characteristics to help them become more sensitive to environmental impacts, comply with environmental law regulations, and increase their environmental awareness in the environment—design or work they do in the future. To meet students' diverse needs for environmental law knowledge, colleges and universities should also offer environmental law options (Parsonne et al., 2010). To fill the void left by the initial education plan, schools must offer elective courses to meet the student's demand for a wide range of knowledge to meet the requirements of various students from different majors and develop compounds—talents needed for the development of the modernization of our nation. Second, dealing with environmental legal and vocational training. It can be divided into two distinct modes of training: classroom-based and legal and vocational education in a classroom setting. Environmental Practice and Law are inseparable; it is an integral part of natural regulation training (Reich et al., 2020). It uses the case teaching method very well with the first class.

Legal education has always emphasized this teaching strategy, and its significance cannot be overstated. "Law as a science consists of certain principles or doctrines," as Ron Dyer put it. A trustworthy lawyer knows these concepts well enough to apply them consistently and confidently to ever-changing human affairs (Hutchinson & Duncan, 2012). The best way to learn these concepts is to study the cases that include them. The teaching cases of this course can be divided into two categories (Lakoff, 2010). The first is the type of description, and the second is the type of conversation. After introducing a rule or principle of Law, the former illustrates this rule or principle to help students understand and develop their impression of the case. These cases are usually used in everyday situations and tend to be straightforward and less controversial. Of course, this teaching method is critical, but it is more for studying theory (Spiro et al., 2012). The latter is a case that can be argued from multiple angles and is more complicated and controversial. It is often a source of new laws and legal ideas and is also one of the best sources for teaching students environmental law thinking skills outside the classroom (Handayani, 2016).

This can encourage students' enthusiasm for learning and help them understand the world around them more deeply. As part of active learning, this view uses environmental law Q&A to fully mobilize student initiatives (Butler et al., 2016). This teaching strategy aims to increase students' motivation to learn and encourage them to actively participate in activities by making courses meaningful and exciting for them to relax and learn (Alzaza & Yaakub, 2011). Apart from being a form of improvement for the participants, it can also provide a little knowledge about the environment and Law to the participants. In addition, they are organized to participate in environmental protection practices. Facts speak louder than words, and colleges and universities should encourage students to participate in environmental protection activities to help them understand the importance of environmental protection, the role of environmental Law in environmental protection, and how to protect their environmental rights. This can tickle students' desire to acquire environmental law knowledge (Stringer & Paavola, 2013). The first step is encouraging them to form environmental law and education associations. Student and community fraternities, where students can establish themselves and promote environmental law education, are a highlight of campus life.

They can apply their knowledge of Environmental Law in the classroom to practice if the relevant association supports them (Elorz Hernáez, 2022). They can also learn more about environmental Law—knowledge comes from practice. Second, associations can use it as a virtual platform to raise environmental law awareness. They will organize various events and promote each other through their separate operations. It can often attract many students to join these groups, enabling a continuous and efficient spread of knowledge among them (Arcipowski et al., 2017). As a result, simulation activities such as case stimulation and quasi-trials have to be established. This kind of activity can help them learn more about environmental Law and also help them understand how essential and inviolable the Law is. They will also be aware of the harm caused by violating environmental laws to humans and society. They can formally use their simulation experience to participate in future judicial activities. Ultimately, this can help them become more aware of environmental crises and act as a reminder to find solutions when they face them (Hardoy et al., 2013).

CONCLUSION

At the end of this study, we will summarize some essential things we found from a series of published data studies related to environmental law's function in an academic context: academic literacy. Through the study of various publications and other sources of scientific evidence, we have succeeded in obtaining several essential things, and the first is the function of environmental Law which is a critical issue in managing healthy environmental management in Indonesia because, without clear laws, it is difficult to enforce laws related to natural damage. In Indonesia. The second issue that we get from this series of studies is how legal protection from a legal

perspective is related to the educational context. In this case, the government, starting from the virtue of its policy, has carried out various education to protect nature through the context of school education to banking. Likewise, the basis and reason for legal education in the environment, namely considering environmental sustainability, is closely related to behavior, to change behavior, start legal education from schools as has been carried out by several developed countries. Likewise, solutions through environmental education where the government, through its academic policies, can solve environmental problems have recently been in the international spotlight due to the limited ability of each country in legal protection efforts and especially in the field of environmental Law in academic and educational contexts. We realize this finding is not perfect, so we hope for various relationships and input for future improvements.

Acknowledgment

This study received funding from the government, in this case, the Directorate of Higher Education and Research. We thank academic supervisors, colleagues, and professional editors who have all contributed to support and support so that this work has succeeded according to the plan.

REFERENCES

- Alcadipani, R., & de Oliveira Medeiros, Cíntia Rodrigues. (2020). When corporations cause harm: A critical view of corporate social irresponsibility and corporate crimes. *Journal of Business Ethics*, 167(2), 285-297.
- Alzaza, N. S., & Yaakub, A. R. (2011). Students' awareness and requirements of mobile learning services in the higher education. *American Journal of Economics and Business Administration*, 3(1), 95-100.
- Anderson, E. M., Blitz, L. V., & Saastamoinen, M. (2015). Exploring a school-university model for professional development with classroom staff: Teaching trauma-informed approaches. *School Community Journal*, 25(2), 113-134.
- Anih, E., Rachman, I., Rohmawatiningsih, W., & Yayoi, K. (2021). The implementation of an environmental education-based curriculum towards Digitata predicate school. case study: An elementary school in Subang city, west java, Indonesia. Paper presented at the *IOP Conference Series: Earth and Environmental Science*, 802(1) 012011.
- Arcipowski, E., Schwartz, J., Davenport, L., Hayes, M., & Nolan, T. (2017). Clean water, clean life: Promoting healthier, accessible water in rural Appalachia. *Journal of Contemporary Water Research & Education*, 161(1), 1-18.
- Bakhtiar, H. S., Sofyan, A. M., Muhadar, M., & Soewondo, S. S. (2022). The essence of autopsy in the criminal investigation process. *International Journal of Scientific & Technology Research*, 8(10), 9-16.
- Balog, K. P., & Siber, L. (2016). Law students' information literacy skills and attitudes towards environmental protection and environmental legislation. *Libri*, 66(3), 201-212.
- Baumgartner, R. J. (2014). Managing corporate sustainability and CSR: A conceptual framework combining values, strategies and instruments contributing to

- sustainable development. *Corporate Social Responsibility and Environmental Management*, 21(5), 258-271.
- Bell, E., Bryman, A., & Harley, B. (2022). *Business research methods* Oxford university press.
- Benetka, G., & Joerchel, A. C. (2016). Psychology as a phenomenological science. *Psychology as the science of human being* (pp. 17-32) Springer.
- Boley, B. B., & Green, G. T. (2016). Ecotourism and natural resource conservation: The 'potential for a sustainable symbiotic relationship. *Journal of Ecotourism*, 15(1), 36-50.
- Brochmann, G., & Hammar, T. (2020). *Mechanisms of immigration control: A comparative analysis of European regulation policies* Routledge.
- Butler, J., Bohensky, E., Suadnya, W., Yanuartati, Y., Handayani, T., Habibi, P., . . . Suharto, I. (2016). Scenario planning to leap-frog the sustainable development goals: An adaptation pathways approach. *Climate Risk Management*, 12, 83-99.
- Cassey, N., & Rahayu, M. I. F. (2021). Analysis of the limitation of implementation of Act against the law and force majeure of environmental damage due to forest fire by PT national sago prima based on legislation number 32 year 2009 concerning environmental protection and management. Paper presented at the *International Conference on Economics, Business, Social, and Humanities (ICEBSH 2021)*, 1034-1040.
- Clifford, M., & Edwards, T. (2011). *Environmental crime* Jones & Bartlett Publishers.
- De Lucia, V. (2017). Beyond anthropocentrism and ecocentrism: A biopolitical reading of environmental Law. *Journal of Human Rights and the Environment*, 8(2), 181-202.
- Dewi, N., & Kurniawan, H. (2019). Integrated approach in determining priority environmental issues in Medan city north Sumatra province. Paper presented at the *IOP Conference Series: Earth and Environmental Science*, , 399(1) 012003.
- Ellenberg, S. S., Fleming, T. R., & DeMets, D. L. (2019). *Data monitoring committees in clinical trials: A practical perspective* John Wiley & Sons.
- Elorz Hernáez, M. (2022). Fostering environmental preservation through experiences in nature in early childhood education.
- Fatimah, Y. A., Govindan, K., Murniningsih, R., & Setiawan, A. (2020). Industry 4.0 based sustainable circular economy approach for smart waste management system to achieve sustainable development goals: A case study of Indonesia. *Journal of Cleaner Production*, 269, 122263.
- Fukui, H. (2013). A step in the right direction for japan's judicial reform: Impact of the justice system reform council recommendations on criminal justice and citizen participation in criminal, civil, and administrative litigation. *Hastings Int'l & Comp.L.Rev.*, 36, 517.
- Goldman, D., Yavetz, B., & Pe'er, S. (2014). Student teachers' attainment of environmental literacy in relation to their disciplinary major during undergraduate studies. *International Journal of Environmental and Science Education*, 9(4), 369-383.
- Hall, M. (2017). *Exploring green crime: Introducing the legal, social and criminological contexts of environmental harm* Bloomsbury Publishing.

- Hamari, J., Koivisto, J., & Sarsa, H. (2014). Does gamification work?--a literature review of empirical studies on gamification. Paper presented at the *2014 47th Hawaii International Conference on System Sciences*, 3025-3034.
- Handayani, N., & Indartono, S. (2016). The implementation of multicultural character education. Paper presented at the *International Conference on Ethics of Business, Economics, and Social Science*, , 508518
- Hardoy, J. E., Mitlin, D., & Satterthwaite, D. (2013). *Environmental problems in an urbanizing world: Finding solutions in cities in Africa, Asia and Latin America* Routledge.
- Hitchcock, E. (2011). The 2006 forest code of the Russian federation: An evaluation of environmental legislation in Russia. *Australian Slavonic and East European Studies*, 24(1-2), 19-39.
- Hitt, M. A., Ireland, R. D., Sirmon, D. G., & Trahms, C. A. (2011). Strategic entrepreneurship: Creating value for individuals, organizations, and society. *Academy of Management Perspectives*, 25(2), 57-75.
- Hutchinson, T., & Duncan, N. (2012). Defining and describing what we do: Doctrinal legal research. *Deakin L.Rev.*, 17, 83.
- Hutchinson, T., & Duncan, N. (2012). Defining and describing what we do: Doctrinal legal research. *Deakin L.Rev.*, 17, 83.
- Ijaiya, H., & Joseph, O. (2014). Rethinking environmental law enforcement in Nigeria. *Beijing L.Rev.*, 5, 306.
- Janmaimool, P., & Khajohnmanee, S. (2020). Enhancing university students' global citizenship, public mindedness, and moral quotient for promoting a sense of environmental responsibility and pro-environmental behaviours. *Environment, Development and Sustainability*, 22(2), 957-970.
- Kennedy, J. (2020). Constitutional protection for crime victims and witnesses in Indonesia and its problems. *MIMBAR: Jurnal Sosial Dan Pembangunan*, 36(1), 53-62.
- Kimaryo, L. (2011). Integrating environmental education in primary school education in Tanzania: Teachers' perceptions and teaching practices.
- Lakoff, G. (2010). Why it matters how we frame the environment. *Environmental Communication*, 4(1), 70-81.
- Li, J. (2013). Environmental education in china's college English context: A pilot study. *International Research in Geographical and Environmental Education*, 22(2), 139-154.
- Lontoh, R., Maramis, R. A., Mawuntu, J. R., & Konoras, A. (2021). Competency standards for law enforcement officials in land dispute resolution through general Court in Indonesia. *Journal of the Community Development in Asia*, 4(3), 12-24.
- Manisalidis, I., Stavropoulou, E., Stavropoulos, A., & Bezirtzoglou, E. (2020). Environmental and health impacts of air pollution: A review. *Frontiers in Public Health*, , 14.
- Maries-Les, G. (2015). Management of integration of autistic children through various extracurricular activities. *Calitatea*, 16(S2), 148.
- Maruf, A. (2021). Legal aspects of environment in Indonesia: An efforts to prevent environmental damage and pollution. *Journal of Human Rights, Culture and Legal System*, 1(1)

- May, J. R., & Daly, E. (2015). *Global environmental constitutionalism* Cambridge University Press.
- Michener, W. K., Allard, S., Budden, A., Cook, R. B., Douglass, K., Frame, M., . . . Vieglaiss, D. A. (2012). Participatory design of DataONE—Enabling cyberinfrastructure for the biological and environmental sciences. *Ecological Informatics*, 11, 5-15.
- Monroe, M. C., Plate, R. R., Oxarart, A., Bowers, A., & Chaves, W. A. (2019). Identifying effective climate change education strategies: A systematic review of the research. *Environmental Education Research*, 25(6), 791-812.
- Nofita, P. (2021). Environmental law dispute resolution based on positive Law. Paper presented at the *The 1st Proceeding International Conference and Call Paper*, , 1(1)
- Nugroho, W. (2021). Relationship between environmental management policy and the local wisdom of indigenous peoples in the handling of COVID-19 in Indonesia. *Oñati Socio-Legal Series*, 11(3), 860-882.
- Pamungkas, I. D., Wahyudi, S., & Achmad, T. (2020). Whistleblowing system and fraud early warning system on village fund fraud: The Indonesian experience. *International Journal of Environmental Science*, 5
- Parsonnet, J., Gruppuso, P. A., Kanter, S. L., & Boninger, M. (2010). Required vs. elective research and in-depth scholarship programs in the medical student curriculum. *Academic Medicine : Journal of the Association of American Medical Colleges*, 85(3), 405-408. doi:10.1097/ACM.0b013e3181cccdc4 [doi]
- Pavoni, R. (2010). Mutual supportiveness as a principle of interpretation and law-making: A watershed for the 'WTO-and-competing-regimes' debate? *European Journal of International Law*, 21(3), 649-679.
- Percival, R. V., Schroeder, C. H., Miller, A. S., & Leape, J. P. (2021). *Environmental regulation: Law, science, and policy [connected EBook with study center]* Wolters Kluwer Law & Business.
- Pink, G. (2013). Law enforcement responses to transnational environmental crime: Choices, challenges, and culture. *Transnational Environmental Crime Project Working Paper*, 4, 2013.
- Portney, P. R. (2016). *Public policies for environmental protection* Routledge.
- Purnomo, H., Shantiko, B., Sitorus, S., Gunawan, H., Achdiawan, R., Kartodihardjo, H., & Dewayani, A. A. (2017). Fire economy and actor network of forest and land fires in Indonesia. *Forest Policy and Economics*, 78, 21-31.
- Purwendah, E. K. (2020). Sea protection from oil pollution by ship tanker. *Ganesha Law Review*, 2(1), 77-89.
- QC, R. M. H. (2014). *Regulation, enforcement and governance in environmental law* Bloomsbury publishing.
- Quirico, O. (2018). Climate change and state responsibility for human rights violations: Causation and imputation. *Netherlands International Law Review*, 65(2), 185-215.
- Reich, J., Buttimer, C. J., Coleman, D., Colwell, R. D., Faruqi, F., & Larke, L. R. (2020). What's lost, what's left, what's next: Lessons learned from the lived experiences of teachers during the 2020 novel coronavirus pandemic.
- Reid, J. (2014). Climate, migration, and sex: The biopolitics of climate-induced migration. *Critical Studies on Security*, 2(2), 196-209.

- Ryan, E. (2014). The elaborate paper tiger: Environmental enforcement and the rule of Law in china. *Duke Env'tl.L.& Poly F.*, 24, 183.
- Safa'at, R., Sugiri, B., Adi, K., & Santoso, P. (2017). Penal mediation as a solution alternative case crime of sand mining (case study in east java). *JL Poly & Globalization*, 58, 20.
- Saylan, C., & Blumstein, D. (2011). *The failure of environmental education (and how we can fix it)* Univ of California Press.
- Sekovski, I., Newton, A., & Dennison, W. C. (2012). Megacities in the coastal zone: Using a driver-pressure-state-impact-response framework to address complex environmental problems. *Estuarine, Coastal and Shelf Science*, 96, 48-59.
- Shutaleva, A., Nikonova, Z., Savchenko, I., & Martyushev, N. (2020). Environmental education for sustainable development in Russia. *Sustainability*, 12(18), 7742.
- Sih, A., Ferrari, M. C., & Harris, D. J. (2011). Evolution and behavioural responses to human-induced rapid environmental change. *Evolutionary Applications*, 4(2), 367-387.
- Slovic, P., Kunreuther, H., & White, G. (2016). Decision processes, rationality and adjustment to natural hazards. *The perception of risk* (pp. 39-69) Routledge.
- Sobczyk, W. (2014). Sustainable development of rural areas. *Problemy ekorozwoju – problems of Sustainable Development*, 9(1), 119-126.
- Soehartono, K. T., Aldyan, A., & Indriyani, R. (2021). The establishing paradigm of dominus litis principle in Indonesian administrative justice. *Sriwijaya Law Review*, 5(1), 42-55.
- Spiro, R. J., Feltovich, P. J., Jacobson, M. J., & Coulson, R. L. (2012). Cognitive flexibility, constructivism, and hypertext: Random access instruction for advanced knowledge acquisition in ill-structured domains. *Constructivism in education* (pp. 103-126) Routledge.
- Stone, C. D. (2017). Should trees have standing?—Toward legal rights for natural objects. *Environmental rights* (pp. 283-334) Routledge.
- Stone, C. D. (2017). Should trees have standing?—Toward legal rights for natural objects. *Environmental rights* (pp. 283-334) Routledge.
- Stringer, L. C., & Paavola, J. (2013). Participation in environmental conservation and protected area management in Romania: A review of three case studies. *Environmental Conservation*, 40(2), 138-146.
- Suhendro, J., Handayani, I Gusti Ayu Ketut Rachmi, & Karjoko, L. (2021). The implementation of land consolidation in planning of urban slum area as environmental based optimization of urban land use and utilization. Paper presented at the *International Conference on Environmental and Energy Policy (ICEEP 2021)*, 135-140.
- Waldron, J. (2017). Superseding historic injustice. *Intergenerational justice* (pp. 373-398) Routledge.
- Zsóka, Á., Szerényi, Z. M., Széchy, A., & Kocsis, T. (2013). Greening due to environmental education? Environmental knowledge, attitudes, consumer behavior and everyday pro-environmental activities of Hungarian high school and university students. *Journal of Cleaner Production*, 48, 126-138.
- Zulaeha, M., Ariany, L., Dwifama, A. H., Falmelia, R. A., & Ridhani, M. S. (2021). Flood disaster mitigation through citizen lawsuit. *Prizren Social Science Journal*, 5(3), 93-102.

