



Planting and Caring for Plants: Implementing Laudato Si' in Small Actions

<u>AUTHOR INFO</u>	<u>ARTICLE INFO</u>
Cicilia Fergina Ika Pramudyawati Sekolah Dasar Eksperimental Mangunan Yogyakarta ciciliafergina@gmail.com	ISSN: xxxx-xxxx Vol. 1, No. 1, April 2025 https://jurnal.ardenjaya.com/index.php/arusinternational
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Abstrak

Kerusakan lingkungan yang semakin meningkat menuntut kesadaran individu untuk berkontribusi dalam upaya pelestarian alam, termasuk melalui tindakan sederhana seperti menanam dan merawat tanaman. Artikel ini mengkaji implementasi *Laudato Si'*, ensiklik Paus Fransiskus tentang ekologi, dalam aksi kecil yang dapat dilakukan oleh individu, khususnya siswa, untuk menumbuhkan kepedulian terhadap lingkungan. Penelitian ini bertujuan untuk mengeksplorasi bagaimana kegiatan menanam dan merawat tanaman dapat menjadi sarana pembelajaran ekologis yang bermakna bagi anak-anak. Metode yang digunakan adalah penelitian tindakan kelas (PTK), dengan pengumpulan data melalui amatan langsung serta laporan hasil amatan yang dibuat oleh siswa. Proses analisis dilakukan melalui refleksi berbasis tujuh modal anak menurut pendekatan eksperimental Romo Mangun, yang mencakup aspek seperti keberanian, kreativitas, solidaritas, dan tanggung jawab. Hasil penelitian menunjukkan bahwa keterlibatan siswa dalam menanam dan merawat tanaman tidak hanya meningkatkan pemahaman mereka tentang ekologi, tetapi juga mengembangkan sikap tanggung jawab dan kepedulian terhadap lingkungan. Melalui refleksi berdasarkan tujuh modal anak, ditemukan bahwa kegiatan ini membantu siswa membangun karakter yang lebih sadar akan pentingnya keberlanjutan alam. Dengan demikian, implementasi *Laudato Si'* dalam aksi kecil seperti menanam dan merawat tanaman terbukti efektif dalam menanamkan nilai-nilai ekologi dalam kehidupan sehari-hari. Pendekatan ini dapat menjadi model pembelajaran yang sederhana namun bermakna dalam membentuk generasi yang lebih peduli terhadap lingkungan.

Kata Kunci: Laudato Si', Pendidikan Ekologi, Tanggung Jawab Lingkungan

Abstract

Environmental degradation is increasingly demanding individual awareness to contribute to conservation efforts, including simple actions such as planting and caring for plants. This article examines the implementation of *Laudato Si'*, Pope Francis' encyclical on ecology, through small actions that individuals, especially students, can take to foster environmental awareness. This study aims to explore how planting and nurturing plants can serve as a meaningful ecological learning tool for children. The research method used is classroom action research (CAR), with data collected through direct observations and reports made by students. The analysis process is carried out through reflections based on the seven child modalities according to Romo Mangun's experimental approach, which includes aspects such as courage, creativity, solidarity, and responsibility. The findings indicate that students' involvement in planting and caring for plants not only enhances their understanding of ecology but also develops their sense of responsibility and concern for the environment. Through reflections based on the seven child modalities, it was found that this activity helps students build character that is more conscious of the importance of environmental sustainability. Thus, the implementation of *Laudato Si'* through small actions such as planting and nurturing plants has proven effective in instilling ecological values in daily life. This approach can serve as a simple yet meaningful learning model in shaping a generation that is more environmentally conscious.

Key Words: *Laudato Si'*, Ecological Education, Environmental Responsibility

A. Introduction

Environmental damage has become an urgent global issue, with climate change, the extinction of animal and plant species, and ecosystem destruction as tangible impacts that can be felt. This phenomenon threatens the balance of nature and human life, affecting increasingly scarce natural resources. Therefore, it is important for all parties to collaborate in environmental preservation efforts for a better future (Tampubolon & Purba, 2022). The question of intergenerational justice arises: is the environment only for the current generation, or is it also a right for future generations? We must realize that the environmental damage occurring today will affect the quality of life in the future. If nature continues to be damaged, how can future generations live healthily and comfortably? (Wibisana, 2018). Therefore, it is important for us to preserve and protect nature as a legacy that will be enjoyed by generations to come.

The *Laudato Si'* encyclical is a manifestation of the Church's concern for environmental issues that are increasingly alarming on a global scale. Ongoing environmental destruction has led to various disasters such as floods, droughts, and extreme climate change. Additionally, the decline in environmental quality due to pollution, deforestation, and excessive exploitation of natural resources has further worsened ecosystem conditions. Through *Laudato Si'*, the Church calls on all humanity to take responsibility for caring for the Earth as our common home. Awareness and concrete actions in preserving the environment are urgent matters to ensure the survival of future generations.

Environmental destruction stems from a misguided understanding of anthropocentrism, where humans were meant to govern nature responsibly but have instead exploited it for economic gain. The original purpose of stewardship—caring for and utilizing nature for the common good—has been distorted into greed-driven commodification. Plants and animals are treated merely as production factors to satisfy human greed, rather than as essential parts of a balanced ecosystem (Simangunsong, 2021). Such a condition must not be ignored, and a shift towards an ecocentric and biocentric mindset in environmental use is essential, rather than mere exploitation. Sustainable practices should prioritize harmony with nature, ensuring that resources are utilized responsibly. *Laudato Si'* calls on both the Church community and the wider society to recognize the Earth as part of God's sacred creation. Through this perspective, humanity is encouraged to respect and care for the planet as a shared home for all living beings.

The understanding of ecology in the perspective of *Laudato Si'* is not merely a way of thinking but must be realized through concrete actions. Awareness of the importance of protecting the environment should be applied in daily life, starting with small actions that have a significant impact. Simple acts such as planting trees, reducing plastic waste, and conserving energy can serve as initial steps in fostering ecological awareness. Through these real actions,

the spirit of environmental love grows as a form of human responsibility toward God's creation. Thus, caring for the Earth is not only an ecological duty but also an expression of faith and love for God.

In the concept and practice of developing primary education, Y.B. Mangunwijaya (1929–1999)—known as an architect, cultural figure, Catholic priest, humanitarian activist, and pioneer of experimental schools—placed great emphasis on fostering a love for the environment (“Theology of Independence as a Foundation of Developing Catholic Education in Indonesian Context According to Y.B. Mangunwijaya,” 2019). The theoretical framework underlying his educational concept is rooted in the idea of liberation theology. This theology serves as a rational response to life’s realities, even if it emerges spontaneously and lacks a fully systematic structure (Mulyatno, 2022)

Amid the escalating global environmental crisis, Mangunwijaya's liberation theology focuses on efforts toward emancipation, including the preservation and care of nature. His thoughts emphasize that human responsibility extends not only to fellow beings but also to all of God's creation. Environmental degradation is not merely an ecological issue but also a moral and spiritual concern that requires collective awareness. Therefore, concrete actions in environmental conservation become an integral part of the struggle for justice and shared well-being. Through this approach, Mangunwijaya encourages everyone to recognize ecology as a vital dimension of faith-based life. The harmony between humans and nature thus serves as a tangible expression of the liberation values he advocates.

Character education at the elementary school level is crucial for shaping the moral and ethical foundation of children. It helps instill values such as responsibility, respect, empathy, and honesty, which are essential for their social interactions and personal growth. By teaching these values early on, children learn to navigate challenges with integrity and make positive contributions to their communities. Character education also fosters emotional intelligence, helping children develop self-awareness and manage their feelings effectively. Ultimately, it prepares them to become responsible, compassionate, and well-rounded individuals as they grow older (Bella et al., 2022).

In the history of education, habituation from an early age has been an effective method in shaping the personality of students (Harahap, 2021). Environmental education and love for nature begin with small habits from an early age. Though seemingly trivial, these actions serve as the foundation for character building in the future. By instilling simple practices like caring for plants or reducing waste, children develop a deep sense of responsibility toward the environment. In the long term, these habits shape individuals who are more conscious and committed to preserving the planet (Siti Rabiatal Adawiyah, 2022)

Environmental education for young children aims to instill care, responsibility, and habits of preserving the environment. This is exactly what is practiced at the Mangunan Experimental Elementary School, which is based on the educational spirit of Romo Mangun. The school creates awareness and love for the environment by involving students in hands-on activities and experiences. By fostering these values from a young age, students are encouraged to develop a strong sense of environmental stewardship. This approach not only shapes their character but also ensures that they grow up as responsible individuals who care for the planet.

The activity of planting and caring for plants carried out by the students of Jati Diri RW 3 (3A) at Mangunan Experimental Elementary School is a small manifestation of the *Laudato Si'* implementation and early childhood environmental love. This activity goes beyond simply planting and leaving the plants; it involves ongoing care, which teaches the students responsibility and respect for nature. Through this practice, the students learn the importance of nurturing life and the environment. It is not just about planting seeds, but about cultivating habits of care and compassion towards the earth. This simple yet meaningful activity also instills important character values such as patience, responsibility, and empathy. In doing so, these young learners begin to understand their role in preserving the environment for future generations.

This study was conducted as a result of a classroom action research on the students of Jati Diri RW 3 (3A) at Mangunan Experimental Elementary School, focusing on planting activities as a means to instill environmental love. The research aimed to explore how early engagement in environmental care can shape children's habits of nurturing the environment from a young age. Through this activity, the students learned not only about environmental conservation but also about the importance of character education. The study highlights how such simple, hands-on practices can foster responsibility, empathy, and respect for nature. Overall, the research

emphasizes the role of early environmental education in shaping well-rounded, environmentally conscious individuals.

B. Methodology

This research employed a classroom action research (CAR) methodology, focusing on the development of children's environmental love and character education through planting activities. Data collection methods included experimental trials (experiments), observations, and the creation of observational reports. The experimental trials allowed for hands-on engagement with the environment, while the observations provided insight into the students' interactions and behaviors during the activities. The students' progress was tracked through reports on their observations, which were compiled and analyzed. An empirical educational approach was used to understand the children's character development during the process. A qualitative analysis technique was employed to assess the effectiveness of the activities in shaping environmental consciousness and character. Overall, the research aimed to explore how simple environmental activities can positively influence children's values and attitudes towards nature.

C. Result and Discussion

1. Result

The planting and caring for plants activity carried out by the students of Jati Diri RW 3 (3A) Experimental Mangunan in the even semester of the 2024/2025 academic year is an implementation of the Learning Goal Flow designed each semester. The direction or focus of this action is based on self-awareness of individual (aspirations) and group goals, with a stronger focus on life objectives (teleological). The main target is to achieve both individual and group visions within the context of an experimental-based learning process. Through this activity, students are encouraged to reflect on their aspirations while developing a sense of responsibility for the environment. It aims to integrate both personal growth and collaborative goals within the learning framework. Ultimately, the action seeks to align with broader educational outcomes and enhance character development in line with environmental consciousness.

Before taking action to plant and care for the plants, the students of Jati Diri RW 3 (3A) SD Eksperimental Mangunan were asked to listen to and reflect on the following story:

On a bright morning, Titi, Cici, and Gaga were excited for the second semester, which focused on "Creations for My Country." On their way to school, Titi noticed Cici was in a hurry because she missed her friends. At school, they greeted their friends, and Cici asked Gaga about his visit to the village the day before. Gaga explained that his dad, the neighborhood head, had taken him to a food sustainability workshop. Cici was curious about the duties of a neighborhood head, and Gaga shared that his dad helps manage the community and works with the village head.

After school, Titi visited Cici's house where Cici's mom served them a drink called *wedhang uwuh*, made from dried spices, including *secang* wood, which not only flavors the drink but can also be used for dyeing clothes. Titi was surprised by the drink's deep red color and warming taste, and Cici explained the benefits of plants, including using leftovers to make compost. Gaga joined them, and while talking, he noticed water on the top of his drink and asked about it. Titi explained that it was due to evaporation, and they connected it to the process of rain.

While learning, Cici offered toast, but there were only two slices. Cici's mom solved the problem by cutting the bread into six pieces and letting them spread their favorite jams. The three friends shared the toast and continued enjoying each other's company.

The reflection from this story is that simple activities such as planting and caring for plants, enjoying *wedhang uwuh*, and sharing food can open a deeper understanding of the importance of sharing, appreciating nature, and learning through experience. In this story, the children not only learn about various things such as the benefits of spices, the process of rainfall, and the role of plants in human life, but also about how to share and work together to solve problems. They learn that sustainability and the utilization of

natural resources must be done wisely and responsibly, which are deep values for their future. Moreover, through this experience, the children become more skilled in applying the knowledge they have gained in everyday life, whether in the form of scientific exploration, sharing with friends, or understanding the importance of caring for and preserving the Earth.

After reflecting on the story, the teacher explained the steps for planting, including the materials and tools needed, the planting method, and how to care for the plants properly so they can grow and thrive. This action teaches the character of responsibility, as students learn to take care of living things and nurture them over time. It also fosters patience, as they must wait for the plants to grow and develop. Through this process, students develop a sense of discipline, following specific steps to ensure the plants' success. Additionally, it encourages teamwork, as students may collaborate to care for the plants together. Lastly, it instills environmental awareness, teaching the importance of preserving and protecting nature.

The steps for planting with polybags are as follows: First, prepare the polybags and fill them with a mixture of soil and compost, ensuring a good balance of nutrients. Next, carefully plant the seedlings or seeds in the prepared polybags, placing them at the appropriate depth. Water the plants thoroughly, making sure the soil is moist but not waterlogged, to encourage healthy root development. Place the polybags in a location with adequate sunlight, which is essential for the plant's growth and photosynthesis. Finally, regularly monitor the plants for any signs of pests or diseases, and continue to water and provide additional compost as needed to support their growth.

This planting and plant care action took place over 14 (fourteen) days, starting from February 3, 2025. Periodic care was carried out by watering daily and fertilizing when necessary. The observation results included monitoring plant height, leaf development, and overall health throughout the 14-day period. The plants were placed in a consistent location, receiving ample sunlight in the morning and partial shade in the afternoon. They were maintained in soil with adequate moisture levels, ensuring a suitable environment for growth.

The following are the observation results of student planting outcomes using purposive sampling on 4 (four) types of plants and 4 (four) students. The growth results of these 4 (four) types of plants were relatively similar, therefore the samples taken are considered representative of the overall observation results. These observation results are presented by the researcher in the following table:

No.	Name, Type of Plant	Observation Date	Result of Observation (Plant Height in centimetres)
1.	Olin, eggplant	February 10 th , 2025	9
		February 12 th , 2025	10,5
		February 14 th , 2025	13,5
		February 17 th , 2025	15,5
2.	Vanda, chilli	February 10 th , 2025	5
		February 12 th , 2025	5,5
		February 14 th , 2025	5,9
		February 17 th , 2025	6,7
3.	Itun, tomato	February 10 th , 2025	7,1
		February 12 th , 2025	7,3
		February 14 th , 2025	7,9
		February 17 th , 2025	8,3
4.	Any, spinach	February 10 th , 2025	6,1
		February 12 th , 2025	6,4
		February 14 th , 2025	6,9
		February 17 th , 2025	7,3

Based on the data, there are differences in plant growth, which can be attributed to the type and characteristics of the plants being grown, as they affect the plant height. Plant growth is also influenced by the care techniques and methods used, as different treatments yield different results. Overall, plants that are properly cared for will grow and not remain stagnant. Eggplant showed the most significant growth, likely due to the optimal conditions it received. Chili, on the other hand, grew slower, possibly due to its

specific growth requirements. Proper care and attention play a key role in ensuring that plants thrive and develop positively.

2. Discussion

Although it may seem simple, the act of planting and caring for plants by elementary school students holds deep philosophical meaning. From an ontological perspective, this activity helps students understand the existence and importance of nature as part of their lives. Axiologically, it teaches values such as responsibility, discipline, and environmental care. Students learn to appreciate nature as God's creation that must be protected and preserved. Epistemologically, students gain knowledge through direct experiences, such as observing plant growth and its impact on the ecosystem. Through this practice, students not only acquire theoretical knowledge but also develop attitudes and character that foster environmental awareness.

The action carried out by the students of Jati Diri RW 3 (3A) Experimental Mangunan is not merely a learning activity of planting and caring for plants, but also linked to an exploration of the 7 basic modalities as foundational notes for future guidance of the children. These basic modalities consist of: (Putuabdullah & Sunarso, 2021) character, self-orientation, language mastery, tools, physical fitness, and logical thinking. With the seven basic skills implemented at SD Eksperimental Mangunan, it is expected that students can develop strong character and have a clear self-orientation. Additionally, students are expected to master language skills well, utilize various tools or instruments that support learning, and maintain physical fitness to support daily activities. These basic skills also aim to train students in logical and creative thinking, so they can solve problems with a rational approach. Overall, this approach aims to shape well-rounded students who are not only intellectually smart but also have good character.

The action of planting and caring for plants by students of Jati Diri RW 3 (3A) at SD Eksperimental Mangunan is closely related to the seven basic principles implemented at the school, which include character, self-orientation, language proficiency, tools, fitness, and logical thinking.

1. Character: Through this activity, students develop values such as responsibility, discipline, and environmental awareness. Caring for plants teaches them to care not only for themselves but also for the surrounding nature.
2. Self-Orientation: The action of planting and caring for plants helps students understand the importance of their goals and life aspirations. They learn to plan their future in a realistic and focused manner, in alignment with their personal and group goals.
3. Language Proficiency: This activity provides students with opportunities to develop their speaking and writing skills. They can describe the process of planting and caring for plants and engage in discussions about the importance of the environment.
4. Tools: During this activity, students are involved in using farming or gardening tools. By using the appropriate tools, they learn practical skills that can be applied in daily life.
5. Fitness: Physical activities involved in plant care, such as digging the soil and maintaining the plants, improve the students' physical fitness. This also teaches them the importance of maintaining physical health through refreshing activities.
6. Logical Thinking: Students are trained to think logically by observing the growth process of plants. They must understand cause-and-effect relationships, such as how plants need water, sunlight, and proper care to grow well.

Overall, this activity helps students develop various aspects of basic principles that support the holistic development of their character and skills.

Although simple, the habit of planting and caring for plants serves as an education for children to develop a bioscentric and ecocentric perspective. It helps move them away from anthropocentrism, the belief that humans are the rulers of nature and often exploit it. This practice teaches them to view nature as something to be respected and protected, rather than dominated or exploited. Through the 7 modalities of children according to Romo Mangun, this action aims to deconstruct children's mindset from an early age, encouraging them to view humans, as the most perfect creatures, as beings who should protect and care for the environment and other living creatures besides humans.

Planting and caring for plants represents the practice of bioscentrism and ecocentrism. Bioscentrism is: (Al Munir, 2023) the belief that all living beings, regardless of their species, have intrinsic value and should be respected and protected. It emphasizes the importance of preserving life in all its forms, recognizing that humans are not the center of existence, but one part of a broader ecological community. Ecocentrism (Manoe & Meka, 2023), on the other hand, extends this value to entire ecosystems, not just individual organisms. It asserts that ecosystems, including their biodiversity and natural processes, should be preserved for their own sake, regardless of human benefit. Both philosophies encourage a deeper respect for nature and a commitment to environmental conservation.

The activity of planting and caring for plants by elementary school children should become an ongoing habit, not just a one-time action. This also aligns with the spirit of *Laudato Si'*, which emphasizes the importance of intergenerational justice in caring for the Earth. Planting and caring for plants is a concrete way to show concern for environmental sustainability and to pass on a healthy environment to future generations. *Laudato Si'* encourages us not only to think about our current interests but also to consider the impact of our actions on future generations. By encouraging children to plant and care for plants, we instill the awareness that we have a moral responsibility towards the Earth and future generations. This small act, though simple, reflects the principle of intergenerational justice emphasized in *Laudato Si'*. Children involved in this activity learn that they not only inherit the Earth but also have an obligation to protect it. Therefore, the habit of planting and caring for plants becomes an essential part of building a culture of sustainability that is fair to all generations.

In the future, these children will develop a strong awareness of the environment, *Laudato Si'*, and the importance of protecting the Earth for future generations. Through their early involvement in planting and caring for plants, they will internalize values of sustainability and responsibility towards the environment. *Laudato Si'* will serve as a guiding principle for them, fostering an understanding of intergenerational justice and the need to protect the planet for those who come after them. These children will grow into individuals who not only care about the Earth but are also motivated to take action to preserve it. As they mature, they will become agents of change, spreading awareness and advocating for environmental conservation in their communities. Ultimately, their early education and experiences will empower them to lead efforts in environmental preservation, ensuring a healthier and more sustainable world for future generations.

Indirectly, the simple habit of planting and caring for the environment plays a role in achieving ecological justice, ensuring that the right to a sustainable environment remains intact. It also contributes to intergenerational justice, which emphasizes the right of future generations to live in a healthy environment. By engaging in these actions, we are actively taking part in protecting the earth for the well-being of our children and grandchildren. This practice reflects our responsibility to preserve natural resources for those who will inherit the planet. Ultimately, fostering environmental care today is an investment in a healthier, more equitable world for tomorrow.

D. Conclusion

The act of planting and caring for plants by elementary school students at SD Eksperimental Mangunan is a valuable educational experience that goes beyond simple gardening. It plays a significant role in shaping students' character, self-orientation, language skills, and physical fitness. By engaging in this activity, students not only learn to care for nature but also develop key skills such as logical thinking and responsibility. This hands-on approach fosters a deep understanding of environmental awareness and sustainability, emphasizing the importance of caring for the Earth. The integration of the seven basic modalities into this activity helps build well-rounded individuals who are not only intellectually competent but also have strong moral values and practical skills.

Moreover, this practice aligns with the principles of *Laudato Si'*, highlighting the importance of intergenerational justice and environmental stewardship. By involving children in planting and caring for plants, the school instills a sense of responsibility for future generations, encouraging students to think about the long-term impact of their actions on the environment. As these children grow, they will carry with them the lessons of sustainability and develop into advocates for the planet's preservation. Their early exposure to these values will

empower them to become leaders in environmental conservation, ensuring a better world for the generations to come. This process of nurturing environmental consciousness from a young age will have lasting effects, shaping a culture of sustainability and respect for nature.

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