



Green Visions, Symbolic Missions? Analyzing the Gap in SDG 13 Implementation in Indonesian Schools

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Abstract

Climate change education has become an essential agenda in basic education, particularly in strengthening students' awareness, attitudes, and competencies to respond to environmental risks. However, the extent to which schools translate climate-related commitments into institutional documents remains underexplored, especially at the junior secondary level in Indonesia. This study aims to examine how the vision and mission statements of state junior high schools in Salatiga, Indonesia, reflect support for Sustainable Development Goal 13: Climate Action, and how environmental commitments are translated from visionary statements into operational missions. A qualitative content analysis was employed by examining official vision and mission documents from all ten state junior high schools in Salatiga. The data were analyzed using a thematic coding framework based on three SDG 13-related dimensions: climate awareness, mitigation, and adaptation. The findings reveal that all schools incorporate environmental themes in their vision and/or mission statements, indicating a strong discursive awareness of environmental issues. However, the depth of operationalization varies considerably. Only 20% of schools demonstrate high alignment through concrete and structured programs, such as routine waste-picking activities and integration of environmental education into learning and character education. Meanwhile, 40% show moderate alignment through habituation and school culture, whereas the remaining 40% remain at a symbolic level, emphasizing cleanliness, greenery, and general environmental care without measurable climate-oriented actions. These findings indicate a gap between institutional intention and operational practice. The study contributes by positioning vision-mission alignment as an indicator of school readiness for SDG 13 implementation and highlights the need for clearer, measurable, and action-based climate education strategies in school policy and practice.

Keywords: Climate Action; Climate Change Education; Environmental Education; School Policy; Sustainable Development Goal.

INTRODUCTION

Sustainable Development Goal (SDG) 13 emphasizes urgent climate action to address the escalating threats of climate change, including rising global temperatures, unpredictable weather patterns, and increased frequency of natural disasters (Arora & Mishra, [2023](#); Leal Filho et al., [2023](#)). These phenomena pose profound risks to ecosystems, economic stability, social sustainability, and human livelihoods (Pecl et al., [2017](#); Pratap et al., [2024](#)). In response, education plays a pivotal role in fostering awareness, shaping responsible attitudes, and building competencies for climate mitigation and adaptation (Leal Filho et al., [2023](#); Priatna & Khan, [2024](#); Rodenburg & Macdonald, [2021](#)). Recent studies highlight the growing importance of climate change education in supporting adaptation, mitigation, and sustainability. A large-scale review of over 6,000 publications (2008–2023) shows its central role in learning, resilience, and youth engagement, despite limited integration into major policy frameworks (Muccione et al., [2025](#)). Schools, as core institutions of basic education, are strategically positioned to instill values of environmental care and prepare future generations for sustainability (Hasanova, [2024](#); Tripathy et al., [2024](#)).

Climate change education is increasingly recognized as a crucial component of sustainable education because it equips students not only with knowledge about environmental problems but also with the capacity to think critically, make responsible decisions, and engage in collective

action. Recent studies have shown that climate change education contributes to awareness building, behavioral transformation, resilience, and youth participation in sustainability-related issues. However, the effectiveness of climate change education depends not only on curriculum content or classroom instruction, but also on the extent to which schools institutionalize sustainability values in their policies, programs, and organizational identity. Therefore, school-level documents such as vision and mission statements are important to examine because they represent the ideological direction, strategic priorities, and institutional commitments of schools.

Vision and mission statements represent foundational ideological and strategic documents that outline a school's priorities and commitments (Rahayu et al., 2025; Slamet et al., 2024). When these statements align with sustainability principles—particularly SDG 13—they guide institutional policies, curricula, and practices toward cultivating environmental stewardship, critical thinking, and proactive behaviors among students (Evelyn S. Mariñas et al., 2022; Maspul, 2024). In Indonesia, including smaller cities such as Salatiga in Central Java, state junior high schools bear a unique responsibility to bridge global climate goals with local contexts. Salatiga, though located in an upland area, remains vulnerable to climate-related impacts such as intensified rainfall leading to flooding, landslides, and regional effects of deforestation and land-use changes—issues that underscore the need for localized environmental education.

Recent policy-level analyses reveal persistent systemic challenges in integrating climate change education (CCE) across Indonesia's formal education system. A comprehensive review of climate change policies and education policies highlights significant discrepancies, including the marginalisation of CCE (Nugroho, 2020), limited synergies between relevant policies and stakeholders, a predominant emphasis on economic values over sustainability priorities, and an overly optimistic outlook on future integration (Tang, 2024). These national-level gaps indicate that while environmental themes may appear in institutional documents, deeper and more coordinated implementation of SDG 13 principles remains limited. This underscores the need for empirical studies at the school level to examine how global and national commitments are translated into local educational practices.

Despite national policies promoting environmental awareness (e.g., through Profil Pelajar Pancasila and related initiatives), the integration of SDG 13 principles into school vision and mission statements in mid-sized cities like Salatiga has received limited scholarly attention. Yet, in the context of education, schools represent a critical interface where institutional frameworks and behavioral practices intersect, making them a key site for examining how climate commitments are translated into practice (de Ridder & Thomaes, 2025). Against this backdrop, this study examines the vision and mission statements of all 10-state junior high schools (SMP Negeri) in Salatiga.

This study addresses that gap by analyzing the vision and mission statements of all state junior high schools in Salatiga to identify how SDG 13-related values are represented and how far these values are translated into operational commitments. Specifically, this study examines the extent to which school vision and mission statements reflect climate action through the dimensions of awareness, mitigation, and adaptation. It also investigates how environmental commitments expressed in vision statements are translated into mission statements and what patterns of alignment emerge between institutional aspirations and operational directions. By focusing on vision–mission alignment, this study offers a novel perspective for assessing school readiness to support SDG 13, not merely by identifying the presence of environmental discourse, but by evaluating whether such discourse is connected to concrete, structured, and measurable institutional commitments.

The novelty of this study lies in its focus on vision–mission alignment as an analytical indicator of institutional readiness for climate action at the junior secondary school level. Rather than evaluating climate education only through classroom practices or student outcomes, this study positions school vision and mission statements as strategic policy documents that reveal how sustainability commitments are framed and operationalized at the institutional level. The findings are expected to contribute to the literature on climate change education, environmental

education, and school policy by showing how global sustainability goals are localized within school documents. Practically, this study provides insights for school leaders, teachers, and policymakers to strengthen the integration of SDG 13 into school planning, curriculum development, character education, and environmental programs.

METHODS

This study employed a qualitative content analysis design to examine how vision and mission statements reflect climate change awareness and the principles of SDG 13 (Climate Action) in state junior high schools in Salatiga, Indonesia. Vision and mission statements were treated as institutional policy documents that represent schools' ideological orientations and strategic priorities. The study population consisted of all 10 public junior high schools (SMP Negeri) in Salatiga, and a total population approach was adopted to ensure comprehensive coverage and eliminate sampling bias.

Data were obtained from the Dapodik database of the Ministry of Education, Culture, Research, and Technology to identify the schools, while vision and mission statements were collected from official school websites and other online sources to ensure authenticity. A thematic coding framework (Krippendorff, 2004) was developed based on the dimensions of SDG 13, namely awareness, mitigation, and adaptation, as well as relevant literature on climate change and environmental education. The analysis was conducted iteratively through repeated coding and constant comparison across documents to identify patterns and refine the coding categories. Trustworthiness was established by applying the criteria of credibility, dependability, and confirmability. Credibility was ensured through repeated coding and cross-checking of categories, dependability through consistent coding procedures across all documents, and confirmability through systematic documentation of analytical decisions to enhance transparency and minimize researcher bias.

The analysis focused on two main aspects: (1) the presence of climate-related themes and (2) the degree of alignment between vision and mission statements, particularly in terms of how environmental commitments are operationalized. Based on this analysis, schools were classified into three levels of SDG 13 support: high (strong alignment with concrete and measurable programs integrated into school practices or curriculum), moderate (partial operationalization through habituation, character education, or cultural approaches), and low (normative or symbolic expressions without structured implementation). Trustworthiness was ensured through consistent application of the coding framework, iterative review, and transparent documentation of analytical decisions. The study emphasizes institutional readiness for climate action rather than direct evaluation of program implementation.

RESULT AND DISCUSSION

Result

Table 1. Findings

No	School	Vision that Support SDG 13	Phrases in the Missions that Support SDG 13
1	School 1	<i>Beriman dan bertaqwa, berperilaku santun, berfikir cerdas, ramah lingkungan dan berwawasan global.</i> (Be faithful and God-fearing, behave courteously, think intelligently, be environmentally conscious, and have a global perspective)	<i>"Lima Menit Memungut Sampah (LIMUT)"</i> (Five Minutes Picking Up Trash) <i>"Mewujudkan lingkungan sekolah yang nyaman, aman, rindang, asri, dan bersih"</i> (Creating a school environment that is comfortable, safe, green, natural, and clean)
2	School 2	<i>Unggul dalam Prestasi Akademik dan non Akademik, berpijak pada Profil Pelajar Pancasila yang Berwawasan Global.</i> (To excel in academic and non-academic achievements, grounded in the Pancasila Student	<i>Mewujudkan proyek penguatan profil pelajar pancasila dengan pengembangan perspektif dan keterampilan yang berkaitan dengan isu-isu lokal, nasional dan global.</i> (To implement projects that strengthen the

		Profile with a global perspective.)	Pancasila Student Profile by developing perspectives and skills related to local, national, and global issues.)
3	School 3	<i>Unggul dalam Prestasi, Berkarakter dan Berwawasan Lingkungan.</i> (To achieve excellence in achievement, strong character, and environmental awareness.)	<i>"Mencintai dan menjaga alam sekitarnya dengan wujud yang nyata"</i> (To love and protect the surrounding natural environment through concrete actions)
4	School 4	<i>Terwujudnya sekolah yang unggul prestasi, santun berbudi, tangguh berkompetisi, sadar bertaqwa dan ramah lingkungan.</i> (To become a school that excels in achievement, demonstrates courteous character, is resilient in competition, is spiritually aware, and is environmentally friendly)	<i>"Mewujudkan pembelajaran dan pengembangan diri yang terintegrasi dengan Pendidikan Lingkungan Hidup dan PPK (Penguatan Pendidikan Karakter)"</i> (To implement learning and self-development programs integrated with Environmental Education and Character Education Strengthening (PPK)) <i>"Mewujudkan karakter warga sekolah yang berbudi pekerti luhur, bersih dari narkoba dan peduli terhadap kelestarian fungsi lingkungan"</i> (To foster school community members with noble character, free from drug abuse, and committed to preserving environmental sustainability.) <i>"Meningkatkan sikap kejujuran, disiplin, peduli, santun, percaya diri dalam berinteraksi dengan lingkungan sosial dan alam"</i> (To strengthen honesty, discipline, care, courtesy, and self-confidence in interacting with the social and natural environment.) <i>Mewujudkan kondisi lingkungan sekolah yang bersih, asri dan nyaman untuk mencegah pencemaran dan kerusakan lingkungan.</i> (To create a clean, green, and comfortable school environment in order to prevent environmental pollution and degradation.)
5	School 5	<i>Beriman dan Bertakwa, Berkarakter, Berkompeten, Berwawasan Lingkungan dan Kreatif.</i> (Faithful and devoted, with strong character, competence, environmental awareness, and creativity)	<i>mewujudkan lingkungan sekolah yang bersih, indah, sehat, aman, dan berwawasan lingkungan</i> (To create a school environment that is clean, beautiful, healthy, safe, and environmentally conscious)
6	School 6	<i>Berpijak pada iman dan takwa, bermutu unggul, berwawasan lingkungan.</i> (Grounded in faith and devotion, committed to excellence, and environmentally oriented)	<i>"mewujudkan sekolah aman, nyaman dan ramah lingkungan"</i> (To create a school that is safe, comfortable, and environmentally friendly)
7	School 7	<i>Terwujudnya insan yang SIAP (Santun berperilaku, Iman dalam beragama, menjaga asri lingkungannya, dan Percaya diri) berprestasi.</i> (To develop high-achieving individuals who are SIAP (polite in behavior, faithful in religion, caring for environmental sustainability, and confident))	<i>"menanamkan semangat cinta lingkungan dan kebersihan dengan pembinaan yang rutin dan terencana"</i> (To instill a spirit of environmental care and cleanliness through routine and well-planned guidance)
8	School 8	<i>Terwujudnya generasi yang santun, iman, pinter, prigel, dan peduli lingkungan yang mampu melestarikan budaya bangsa.</i> (To develop a generation that is courteous, faithful, intelligent, proactive, and environmentally responsible, and capable of preserving national culture)	<i>"membentuk karakter siswa cinta alam dan lingkungan"</i> (To shape students' character to love nature and care for the environment)

9	School 9	<i>Terwujudnya Pelajar Pancasila yang unggul, berkarakter kebangsaan, dan berwawasan lingkungan.</i> (To develop excellent Pancasila Students with strong national character and environmental awareness.)	<i>"menumbuhkan kesadaran dan wawasan lingkungan"</i> (To foster environmental awareness and understanding.) <i>"menciptakan suasana lingkungan sekolah yang toleran, aman, ramah, inklusif, kondusif, dan nyaman"</i> (To create a school environment that is tolerant, safe, friendly, inclusive, conducive, and comfortable.)
10	School 10	<i>Mewujudkan manusia seutuhnya yang bertaqwa, berakhlak mulia, terampil, cerdas, berwawasan iptek, berwawasan kebangsaan dan lingkungan hidup.</i> (To develop well-rounded individuals who are faithful, morally upright, skilled, intelligent, scientifically and technologically literate, nationally oriented, and environmentally responsible)	<i>"menanamkan kepedulian sosial dan lingkungan"</i> (To instill social and environmental awareness among students.) <i>"menciptakan lingkungan sekolah yang aman, rapi, bersih, indah dan nyaman"</i> (To create a school environment that is safe, orderly, clean, attractive, and comfortable.) <i>"penataan wiyata mandala dan 6K yang asri, edukatif, dan berwawasan lingkungan hidup"</i> (To organize the school environment in accordance with the wiyata mandala and 6K principles, promoting a green, educational, and environmentally oriented school culture)

Discussion

Achieving SDG 13 on climate change requires a coordinated and comprehensive approach that connects global policy frameworks with everyday behavioral practices (Masson & Fritsche, 2021). UNICEF (2023) itself has created a guide to support SDG 13 as early as possible. Climate mitigation and adaptation depend not only on macro-level policies but also on consistent individual actions, such as waste management, sustainable consumption, and environmentally responsible daily habits. However, such behavioral transformation requires a structured process of awareness-building, in which education plays a central role (Hadijaya et al., 2025; Leong et al., 2024). Schools, therefore, function as key institutional spaces for developing climate-related knowledge, values, and competencies.

Within this context, vision and mission statements serve as foundational instruments that reflect institutional priorities and guide educational practices (Jugo & Armas, 2024). The findings of this study show that all schools (100%) have incorporated environmental elements into their vision and mission statements, indicating strong discursive recognition of environmental issues. However, the extent to which these commitments are operationalized varies significantly across institutions.

Based on the analysis, only 20% of schools (high category) demonstrate strong alignment between vision and mission, supported by concrete and structured environmental actions such as "Five Minutes Picking Up Trash (LIMUT)" by school 1 and integrating environmental education with character education in school by School 4. These schools exhibit clear forms of institutionalization, either through behavior-based operationalization, such as routine collective environmental practices, or through structural integration, where sustainability principles are embedded within curriculum and formal learning processes. The strength of this category lies in its ability to translate abstract environmental values into actionable and measurable practices, thereby aligning more closely with the objectives of SDG 13. However, even within this group, the scope of implementation tends to focus on localized environmental management, with limited explicit engagement with broader climate mitigation or adaptation strategies. Such initiatives reflect green education principles that drive behavioral change and sustainable social impact

(Akinsemolu & Onyeaka, [2025](#)).

A total of 40% of schools (School 2, 7, 8, and 10) demonstrate partial operationalization of environmental values, primarily through habituation practices, character education, and the integration of environmental values into school culture. This reflects a value-based approach to climate change education, where behavioral formation and internalization of environmental awareness are emphasized as foundations for long-term sustainability (Leal Filho et al., [2023](#); UNESCO, [2020](#)). The strength of this category lies in its capacity to build enduring ecological awareness and pro-environmental attitudes. For instance, School 2 integrates global issues into project-based learning, indirectly supporting adaptive competencies, while School 7 and School 8 emphasize routine habituation and character formation in fostering environmental responsibility. School 10 further extends this approach by embedding environmental values into institutional governance through *wiyata mandala* and 6K principles, reflecting a more holistic school ecosystem.

However, despite these strengths, the operationalization remains limited. Environmental commitments are not translated into explicit, structured, or measurable climate action strategies. As a result, practices tend to remain general and are not clearly linked to specific SDG 13 targets such as mitigation or adaptation. This indicates that, while these schools demonstrate strong support at the cultural and affective level, their contribution to climate action remains indirect and requires further strengthening through more concrete and systematic program development (Ardoin et al., [2020](#)).

The remaining 40% of schools (School 3, 5, 6, and 9) demonstrate environmental commitment primarily at a normative or symbolic level. While environmental values are present in vision and mission statements, they are not translated into concrete programs, policies, or systematic practices addressing SDG 13 as a broader climate challenge.

In these schools, environmental discourse is largely limited to general themes such as cleanliness, greenery, and environmental awareness. For example, School 3 emphasizes care for nature without clear implementation mechanisms, while Schools 5 and 6 focus on maintaining clean and safe environments. School 9 promotes environmental awareness in a general sense but lacks specific operational direction. These approaches provide a basic foundation but remain insufficient for advancing institutional climate action. The main strength of this category lies in the initial recognition of environmental importance. However, its key limitation is the absence of structured and actionable strategies, which restricts schools' capacity to contribute meaningfully to climate mitigation and adaptation. As a result, environmental commitment remains largely declarative rather than operational.

Overall, this category highlights the need for stronger policy translation, including the development of structured programs and clearer alignment with SDG 13 targets, to move from symbolic recognition toward substantive implementation.

Across all categories, a consistent pattern emerges: environmental commitment is predominantly framed in terms of cleanliness, greenery, and general environmental care, rather than as comprehensive climate action. This indicates a narrowing of SDG 13 into visible and manageable aspects of environmental management, while more complex dimensions—such as climate mitigation strategies, resource efficiency, and resilience—remain largely unaddressed. As a result, climate action is often interpreted at a micro-level, rather than as a systemic and multidimensional challenge. Another important finding is the presence of misalignment between vision and mission statements, particularly in schools categorized as moderate and low. While vision statements frequently articulate broad environmental aspirations, mission statements do not consistently translate these aspirations into actionable and measurable directives. This gap suggests limitations in institutional policy translation and indicates that strategic intentions are not always supported by operational planning.

From an institutional perspective, these findings highlight the distinction between symbolic commitment and substantive implementation. This finding extends previous research by Tang ([2024](#)) and Pitaloka ([2025](#)). While environmental values have been widely adopted at the

level of discourse, their translation into structured practices remains uneven. Schools in the high category demonstrate substantive implementation, whereas those in the moderate and low categories tend to remain at symbolic or transitional stages.

Overall, the findings suggest that although environmental awareness has been successfully institutionalized in school discourse, there is a need to strengthen its operationalization. This can be achieved through clearer alignment between vision and mission, the development of structured and measurable programs, and the integration of climate-related competencies into teaching and learning processes. Strengthening these aspects is essential for enabling schools to move beyond symbolic engagement and to function as effective agents in advancing SDG 13.

CONCLUSION

This study examined how vision and mission statements in Salatiga's state junior high schools support SDG 13 and how these commitments are operationalized. While all schools incorporate environmental themes, the depth of implementation varies, with only a small proportion demonstrating strong alignment through structured programs, while the majority remain at partial or symbolic levels. These findings indicate a gap between institutional intention and operational practice, as most schools do not articulate clear, measurable, or actionable missions, such as specific environmental programs or routine practices. This suggests that environmental awareness alone is insufficient to support meaningful climate action. This study contributes by proposing vision-mission alignment as an indicator of institutional readiness for climate action. However, this study is limited to document analysis and does not examine the actual implementation of environmental programs in school practices. Therefore, future research is recommended to incorporate observational or participatory approaches to better capture the gap between policy and practice.

In terms of practical implications, schools are encouraged to strengthen the alignment between vision and mission statements by incorporating clear, measurable, and actionable climate-related targets, such as routine environmental programs, waste reduction initiatives, and climate-related learning activities. Periodic review of institutional documents should be conducted through participatory processes involving school leaders, teachers, and stakeholders to ensure relevance and ownership. At the policy level, clearer guidelines and operational frameworks are needed to support the integration of SDG 13 into school systems, enabling schools to move beyond symbolic commitment and function as active agents of climate resilience.

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