



# Save Our Planet' Training as A Progressive Mission: From Human Development to Sustainable Development

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**Abstract.** The emergence of various training courses, for a long time, is considered as the main remarkable and reliable programmes to upgrade skills, knowledge, and even personal growth in a short time outside formal education institutions. This non-formal education is interchangeably formed as coaching, mentoring, seminar, and courses that not only cover specific discourse but also life's aspect holistically. In Indonesia, 11.809 training & Courses institutions are listed in the education ministry of Republic Indonesia ([kursus.kemdikbud.go.id](http://kursus.kemdikbud.go.id)) as well as 234.877 scout groups of PRAMUKA that are regarded as other respectable non-formal education. Both massive amounts that must be taken into account successfully play an important role in human development. As UNESCO's ESD (Education for Sustainable Development) for 2030 highlights the optimization of non-formal education programmes and their innovative approaches ([unesco.org](http://unesco.org)), this study stands for. Training courses should possess a progressive mission of sustainable development. Raising awareness together with significant direct action of the 'Save Our Planet' program will be the core of discussion. This study uses a-descriptive approach method with a type of modified research that is included in the category of library and field research as the author is also a practitioner. The results of this study indicate that the 'Save Our Planet' training should be included in the pre-training phase regardless of the programmes or themes as part of Standard Operating Procedures of teaching. The approach should cover both awareness and take-action that is lead-by-example of the trainer. This discourse recommends some ball-points of examples in waste reduction and having an eco-friendly environment. This bundle of suggestion, further, is proposed as prominent training curricula to accelerate the achievement of ESD for 2030.

**Keywords:** Education for Sustainable Development, Save Our Planet Training, non formal education role acceleration

## 1 Introduction

Education for Sustainable Development (ESD) is an educational approach that aims to empower learners to make informed decisions and take responsible actions for environmental integrity, economic viability, and a just society for present and future generations. ESD is commonly understood as education that encourages changes in knowledge, skills, values and attitudes to enable a more sustainable and just society[1][3].

ESD promotes the use of participatory teaching and learning methods that motivate and empower learners to take action for sustainable development. It requires far-reaching changes in the way education is often practiced today[1].

Non-formal education plays a key role in ESD. Non-formal education refers to organized educational activities outside the formal school system that are designed to serve identifiable learning needs of particular subgroups in the population[7].

Some ways in which non-formal ESD is being implemented include:

- \*Developing innovative learning programs and methods\* to promote sustainability[4]
- \*Enhancing non-formal education programs\* through media, networking and partnerships[2]
- \*Integrating ESD into non-formal education curricula and learning\* to tackle issues like climate change[4]

The United Nations Economic Commission for Europe (UNECE) Strategy for ESD emphasizes the importance of promoting sustainable development through formal, non-formal and informal learning[3]. In summary, ESD recognizes the critical role of non-formal education in empowering learners with the knowledge, skills and motivation to create a more sustainable future. Innovative non-formal ESD programs are being implemented worldwide to complement formal education in advancing the 2030 Agenda for Sustainable Development[2][8].

Non-formal education in Indonesia encompasses various forms aimed at enhancing skills and knowledge outside the formal education system. Key types include:

- \*Course and Training Institutes (LKP)\*
- \*Community Learning Activity Centers (PKBM)\*
- \*Vocational Training Centers (BLK)\*
- \*Early Childhood Education Programs (PAUD)\*
- \*Life Skills and Job Skills Programs\*
- \*Set A, B, and C Programs\* (equivalent to elementary, junior high, and senior high school)
- Pramuka (Indonesian Scouting)
- Pesantren (Islamic boarding Schools)

These institutions provide flexible learning opportunities for diverse groups, including school dropouts and adults seeking further education[1][2][3].

Pramuka, or the Indonesian Scouts, is recognized as a form of non-formal education in Indonesia. It aims to develop youth through character-building activities, leadership training, and community service, complementing formal education. Non-formal education in Indonesia, including Pramuka, is designed to be flexible and accessible, focusing on practical skills and personal development, which aligns with the country's broader educational goals of lifelong learning and community engagement[1][4].

Pramuka and formal education in Indonesia differ significantly in structure and purpose:

1. **\*Nature of Education\***: Pramuka is a non-formal education program focused on character development, life skills, and community service, while formal education is structured and curriculum-based, covering primary, secondary, and tertiary levels[3][4].

2. **\*Flexibility\***: Pramuka offers flexibility in terms of activities and participation, whereas formal education follows a strict curriculum with mandatory attendance and assessment[1][3].

3. **\*Recognition\***: Formal education provides recognized qualifications necessary for further academic pursuits, while Pramuka emphasizes experiential learning without formal certification[2][4].

These distinctions highlight how Pramuka complements formal education by fostering practical skills and community engagement.

Finally, to respond to the third challenge—the importance of non-formal and informal education—we propose to analyze which of these is the dominant educational typology in the selected public policy: formal (F1), non-formal (F2) and informal (F3). According to some of UNESCO's definitions:

□ Formal education is the education that is institutionalized, intentional and planned through public organizations and recognized private bodies and—in their totality—constitute the formal education system of a country [38].

□ Non-formal education includes all organized educational activities for adults and out-of-school youth in some countries. Non-formal education is the flexible middle between formal education and informal learning, which are more strictly operationalized as dichotomous [39].

□ Informal learning is never organized, is non-institutional and has no established objective in terms of learning outcomes—it is also not directed by the learner. The individual's existence predicates exposure to learning situations throughout the spaces in society they travel and occupy, such as work and home, community activities and through leisure time [39]

The Role of Non-Formal Education in Enhancing Sustainable Development in Indonesia

Non-formal education in Indonesia plays a crucial role in promoting sustainable development by:

1. **\*Complementing formal education\*** and providing skills and knowledge not obtained through schools[1][2]
2. **\*Empowering communities\*** through training programs that develop human resources and utilize local potential[2]
3. **\*Offering flexible, accessible education\*** to diverse populations, including those not reached by formal schooling[1][3]

The focus of ESD through enhancing non-formal education includes:

- Increasing environmental awareness among students and staff
- Conducting environmental activities based on Islamic teachings
- Implementing eco-friendly practices within the pesantren
- Empowering surrounding communities on environmental issues
- Integrating Religious and General Education

Education for Sustainable Development (ESD) focuses on equipping learners with the knowledge, skills, values, and agency to tackle global challenges like climate change and inequality. Key aspects include:

- *\*Holistic Learning\**: ESD promotes integrated learning that encompasses environmental, social, and economic dimensions[2][4].
- *\*Competencies\**: It emphasizes competencies such as systems thinking, anticipatory skills, and collaboration to foster sustainable practices[3][4].
- *\*Indicators\**: Development of indicators is crucial for assessing ESD implementation in educational institutions, ensuring they align with sustainable development goals[1][5].

These elements collectively aim to transform education systems and empower individuals for sustainable futures.

Key indicators for measuring the success of Education for Sustainable Development (ESD) in non-formal education include:

1. *\*Learning Outcomes\**: Assessing both planned and unplanned learning achievements.
2. *\*Pedagogical Approaches\**: Evaluating the effectiveness and characteristics of teaching methods used.
3. *\*Stakeholder Engagement\**: Measuring participation levels among learners and community involvement.
4. *\*Impact Assessment\**: Analyzing short- and long-term impacts on learners and their communities.
5. *\*Integration of ESD Principles\**: Reviewing how ESD is embedded within programs and curricula[1][2][7].

In Indonesia, there are numerous Lembaga Kursus dan Pelatihan (LKP), which are training and educational institutions. As of the latest data, there are over 2,000 registered LKP across the country[5][6]. These institutions offer various courses and training programs aimed at enhancing skills and competencies in different fields.

Human development training programs aim to equip individuals with the skills and knowledge necessary for personal and professional growth. These programs often integrate theories of human development with practical applications, focusing on areas such as self-awareness, emotional intelligence, and career planning. For instance, the University of the District of Columbia's Human Development program emphasizes reflective practice and cultural diversity in early childhood education[2]. Additionally, various institutions offer modular curricula that can be adapted for undergraduate and post-graduate studies, fostering a comprehensive understanding of human development principles[1][3].

Human development as a personal development mission in training programs emphasizes enhancing individual capabilities and fostering lifelong learning. Programs like the International Master in Human Development in the ASEAN region aim to equip professionals with skills in leadership, ethics, and socio-cultural issues, contributing to personal and professional growth[1]. Similarly, human development courses at institutions like Compton College focus on self-awareness, emotional intelligence, and academic skills, preparing students for success in various life domains[3]. These initiatives highlight the integration of human development principles into educational frameworks to promote personal empowerment and career readiness.

In summary, while Pramuka has benefits, the arguments for keeping it optional center on improving implementation, relevance, and voluntary engagement to better achieve the program's educational aims. Mandatory participation risks further reducing interest and effectiveness.

Supporters argue that making Pramuka a mandatory extracurricular activity is essential for fostering important life skills, such as leadership, discipline, and teamwork among students. Proponents highlight that Pramuka activities provide a structured environment that promotes character development and social responsibility, which are crucial for youth development[1][3][4].

Moreover, Pramuka has historically been a significant part of Indonesian education, helping to instill values of patriotism and community service, thereby contributing positively to students' personal growth and societal engagement[2][5]. The recent shift to optional status raises concerns about diminishing opportunities for character-building experiences[3][6].

Scouting programs and training courses as forms of non-formal education share several key similarities:

1. **\*Skill Development\***: Both emphasize the acquisition of practical skills, such as teamwork, leadership, and problem-solving through experiential learning[1][2].
2. **\*Community Engagement\***: They promote community service and social responsibility, encouraging participants to contribute positively to society[2][4].
3. **\*Structured Learning Environment\***: Both provide a structured yet flexible learning environment that fosters personal growth and character development, often through group activities and challenges[1][3][6].
4. **\*Holistic Approach\***: Each focuses on emotional, social, and physical development, integrating various learning styles and experiences[3][4].

## 2 Methods

### Combining Autoethnography and Case Study in Mixed Methods Research

Autoethnography and case study can be effectively combined in a mixed methods research approach to provide rich, in-depth insights. Here are some key points about using these methods together:

#### 1. Autoethnography

- Autoethnography is a qualitative research method that involves the researcher using their own experiences to examine and/or critique cultural beliefs, practices and experiences[4][5].

- It allows the researcher to be both the subject and the object of the research, providing a highly personal and reflective perspective[4][7].

## 2. Case Study

- Case study research involves an in-depth examination of a single instance or event[1][2].

- It provides a detailed, contextual analysis of a specific situation or phenomenon[1][3].

## 3. Mixed Methods Approach

- Combining autoethnography and case study in a mixed methods design can yield powerful insights by leveraging the strengths of each approach[6][7].

- The autoethnographic component provides a first-hand, reflexive account, while the case study offers a more holistic, contextual examination of the phenomenon[4][5].

- This integrated approach allows the researcher to gain a multi-dimensional understanding of the topic under study[7].

## 4. Considerations

- When using autoethnography and case study together, it's important to clearly define the scope and boundaries of the case being examined[1][2].

- Reflexivity is critical, as the researcher must examine their own role and biases throughout the research process[2][4].

- Data analysis should integrate findings from both the autoethnographic and case study components to develop a comprehensive understanding of the phenomenon[3][7].

In summary, combining autoethnography and case study in a mixed methods approach can lead to rich, multi-layered insights by providing both a personal, reflective perspective and a contextual, in-depth examination of the topic under study[4][5][7]. Non-formal education in Indonesia significantly enhances sustainable development by improving human resource quality and fostering community empowerment. It provides accessible learning opportunities tailored to diverse needs, focusing on skill development essential for economic participation and innovation. Programs emphasize soft skills, adaptability, and entrepreneurship, which are crucial for addressing socio-economic challenges and promoting sustainable livelihoods. Effective economic management and partnerships with various sectors further ensure the sustainability and impact of these educational initiatives, aligning with broader goals of lifelong learning and community well-being[1][2][3][4].

## 3 Result & Discussion

ESD competencies in non-formal education programs can be assessed through various methods:

1. \*Observation\*<sup>\*</sup>: Monitor learners in diverse contexts to evaluate their application of competencies in real-world situations.

2. **\*Reflective Practices\***: Encourage learners to reflect on their experiences and learning outcomes, fostering critical thinking and self-assessment.
3. **\*Portfolio Assessment\***: Use portfolios to document learners' progress, showcasing their skills, knowledge, and attitudes related to ESD.
4. **\*Peer Assessment\***: Implement peer feedback mechanisms to promote collaborative learning and mutual evaluation of competencies.
4. **\*Qualitative Case Studies\***: Conduct in-depth analyses of specific programs to understand the effectiveness and impact of ESD competencies on participants[1][4][3].

#### Successful Examples of Non-Formal ESD Programs

Non-formal education plays a key role in promoting Education for Sustainable Development (ESD). Here are some successful examples of non-formal ESD programs:

##### ### CAREC's ESD Program in Central Asia

Since 2003, the Central Asia Regional Economic Cooperation (CAREC) has been implementing an ESD program in Central Asia. The program promotes the Sustainable Development Goals (SDGs) through non-formal learning. Key aspects include:

- Strengthening the role of youth in regional cooperation through alumni networks and youth participation in conferences
- Capacity building on themes like water, climate change, energy efficiency for educators, youth leaders, NGOs, government and business[4]

##### ### ESD Programs in Educating Cities

Some cities are implementing public policies to promote ESD through informal and non-formal education. A case study approach highlights the diversity of contexts in applying shared ESD principles across cities. These programs aim for a global impact on citizens rather than specific outcomes[6].

##### ### Digital ESD in Non-Formal Education in Germany

A study found that non-formal ESD providers in Germany are increasingly using digital formats like e-learning courses, videos and video tutorials. However, many still rely on synchronous formats like webinars. The COVID-19 pandemic accelerated the adoption of digital ESD programs[5].

In summary, successful non-formal ESD programs leverage the strengths of non-formal education to promote sustainable development. They engage diverse stakeholders like youth, educators and policymakers through innovative learning formats, capacity building and digital tools. The examples highlight the growing importance of non-formal ESD worldwide.

Training programs utilizing various behavioral change methods can effectively promote eco-friendly behaviors essential for sustainable development.

**\*Neuro-Linguistic Programming (NLP)\*** employs techniques to influence mindset and behavior, facilitating personal excellence in environmental practices[2].

**\*Hypnosis and hypnotherapy\*** can address ecological grief, transforming feelings of loss into proactive ecological awareness and action through storytelling and indirect suggestions[3].

**\*Emotional Freedom Technique (EFT)\*** combines cognitive behavioral therapy with acupuncture, effectively reducing anxiety and stress, which can hinder sustainable behavior changes[5].

\*Mindfulness practices\* enhance emotional regulation, fostering a deeper connection to environmental issues and promoting sustainable actions[1].

These methods collectively support the shift towards eco-friendly behaviors.

Neuro-Linguistic Programming (NLP) has shown effectiveness in promoting eco-friendly behaviors by enhancing communication and personal motivation towards sustainability. Research indicates that NLP techniques can facilitate positive mindset changes, improve goal-setting capabilities, and foster a sense of commitment to sustainable practices. These methods enable individuals to align their beliefs with eco-friendly actions, ultimately influencing their behavior positively over the long term[1][3]. Additionally, NLP's focus on effective communication can help raise awareness about environmental issues, further supporting sustainable development initiatives[1][4].

Using Ericksonian hypnosis to promote sustainability offers several key benefits:

1. **\*Personalized Approach\***: This method tailors interventions to individual needs, enhancing engagement in sustainable practices.
2. **\*Enhanced Creativity\***: By utilizing storytelling and metaphors, it fosters creative problem-solving, enabling individuals to devise innovative solutions for environmental challenges[1].
3. **\*Positive Habit Formation\***: It helps in establishing sustainable habits by rewiring unconscious beliefs, making eco-friendly choices more automatic[1].
4. **\*Emotional Healing\***: Addressing underlying emotional issues can empower individuals to overcome barriers to sustainable living, fostering a deeper commitment to environmental stewardship[1][2].

Ericksonian hypnosis is a powerful approach that can be used to promote environmental awareness and encourage behavior change. Here are some key techniques:

#### 1. **\*Indirect Suggestions\***

Use subtle, indirect language to suggest new ways of thinking about the environment and one's impact on it[1][2]. Avoid direct commands and instead use stories, metaphors, and analogies to plant seeds of change in the unconscious mind[2].

#### 2. **\*Engaging the Unconscious\***

Help the client access their unconscious resources and inner wisdom to find their own solutions[2]. Use techniques like age regression to have the client recall a time when they felt a deep connection to nature, and then build on those positive feelings[1].

#### 3. **\*Reframing\***

Reframe environmental issues in a more positive light[4]. For example, instead of focusing on the problem of pollution, reframe it as an opportunity to create a cleaner, healthier world. This shifts the client's perspective and opens them up to new possibilities for action.

#### 4. **\*Utilization\***

Utilize the client's existing beliefs, values and experiences to guide them towards environmental stewardship[1][3]. If they are already passionate about a certain cause like animal welfare, help them see how protecting the environment is connected to that.



### 5. \*Future Pacing\*

Have the client visualize themselves in the future, having already made positive changes to help the environment[2]. What does their life look like? How do they feel? This helps cement their commitment to change and makes it feel more real and achievable.

By using these Ericksonian techniques, therapists can help clients develop a deeper connection to nature, a sense of responsibility for the environment, and the motivation to make sustainable lifestyle changes. The key is to work with the client's inner resources and guide them towards their own insights and solutions.

Environmental awareness significantly influences human development by promoting sustainable practices and behaviors. Research indicates that higher education levels correlate with pro-environmental attitudes and actions, suggesting that educated individuals are more likely to engage in sustainable practices[1][4]. Furthermore, interactions with nature during childhood enhance cognitive and physical development, fostering a deeper appreciation for the environment[2]. This awareness can lead to progressive changes in societal behaviors, benefiting both individual and collective human development[3][5]. Ultimately, integrating environmental education into personal development can create a more sustainable future.

Pramuka training employs various methods to develop character and skills among participants. Key techniques include:

- \*Learning by Doing\*: Engaging in practical activities to reinforce learning.
  - \*Group Work\*: Encouraging teamwork and collaboration.
  - \*Games and Competitions\*: Utilizing fun activities to enhance engagement and discipline.
  - \*Outdoor Activities\*: Conducting training in natural settings to build resilience and adaptability.
  - \*Honor Code\*: Instilling ethical values through adherence to a scouting honor code.
- These methods aim to foster discipline, leadership, and social responsibility among scouts[1][2][6].

### How Pramuka (Indonesia Scout) Can Promote Sustainable Development

Pramuka, Indonesia's scouting organization, can play a significant role in promoting sustainable development through its informal education approach. Here's how:

#### 1. Environmental Conservation

Pramuka emphasizes the importance of environmental conservation in its curriculum. By teaching scouts to appreciate nature, reduce waste, and engage in eco-friendly activities, Pramuka can instill sustainable values and practices in young people.

#### 2. Community Engagement

Pramuka encourages scouts to actively participate in community service projects. By engaging in activities that address local needs, scouts can learn about social and economic challenges and work towards sustainable solutions.

#### 3. Leadership Development

Pramuka's leadership training program equips scouts with the skills and knowledge to become responsible citizens. By fostering leadership qualities, Pramuka can empower young people to take initiative and play a crucial role in providing quality healthcare services

in hospitals. They are responsible for delivering comprehensive nursing care to patients, including nursing assessment, care planning, intervention implementation, and evaluation of care outcomes. The quality of nursing care provided by nurses significantly impacts patient recovery and satisfaction, highlighting the essential role of nurses in healthcare service practice (Cahyono, 2015; Meyer & Allen, 2017). The assessment of nursing care quality is therefore a critical determinant of hospital service quality (Jones et al., 2017).

Integrating the 'Save Our Planet' program into pre-phase training courses alongside Occupational Safety and Health (OSH) can significantly enhance sustainable development. By focusing on both environmental and workplace safety, trainers can address critical issues such as reducing occupational hazards while promoting eco-friendly practices. This dual approach aligns with global sustainability goals, emphasizing the importance of responsible resource use and safe working conditions. Such initiatives can foster a culture of compliance and awareness, ultimately leading to healthier workplaces and a more sustainable future (eprints.unm.ac.id.: 2021, idhsustainabletrade.com 2017).

The "Save Our Planet" training aligns human development with sustainable practices by emphasizing the need for harmony between humans and nature. This approach critiques traditional human-centered development, advocating for a model that respects environmental limits and promotes clean energy solutions. Education plays a crucial role in this transformation, enhancing awareness and participation in sustainability efforts. By integrating indigenous knowledge and fostering resilience, the training aims to create a more inclusive and equitable framework for sustainable development, echoing the principles outlined in the Sustainable Development Goals (SDGs)

Key components of the 'Save Our Planet' program that can be integrated into Occupational Safety and Health (OSH) training include:

1. \*Climate Change Education\*: Training on the impacts of climate change on health and safety, fostering awareness of environmental risks in the workplace.
2. \*Sustainable Practices\*: Encouraging eco-friendly practices that reduce waste and promote resource efficiency, which can also enhance workplace safety.
3. \*Capacity Building\*: Developing skills for green jobs that align with OSH standards, ensuring workers are equipped to handle both environmental and safety challenges.
5. \*Public Awareness\*: Promoting public participation and awareness campaigns that link OSH practices with environmental sustainability efforts[1][2][4].

Small continuous actions Big sustainable Impacts.

Raising Awareness

Educating people, especially women and girls, about the environmental impact of menstrual products and promoting sustainable alternatives is key:

- \*Incorporate menstrual health and hygiene education\* into school curricula to raise awareness from a young age[1][2].
- \*Organize workshops and awareness campaigns\* to highlight the importance of eco-friendly menstrual practices[1].
- \*Encourage open discussions\* to destigmatize menstruation and promote sustainable menstrual health[2][4].

By adopting eco-friendly alternatives, practicing proper disposal methods, and raising awareness, we can significantly reduce the environmental burden of menstrual napkins. Menstrual waste, particularly from sanitary napkins, poses significant environmental and health risks. Conventional pads, often made of up to 90% plastic, take 500-800 years to decompose, contributing to plastic pollution[3][4]. Improper disposal methods, such as flushing or throwing them in water bodies, lead to sewer blockages and pathogen proliferation in stagnant menstrual blood, increasing infection risks[3][5]. Additionally, the chemicals in these products can cause skin irritations and reproductive health issues[4]. Promoting eco-friendly alternatives and proper disposal practices is essential for mitigating these impacts[1][2].

In Indonesia, nearly 95% of women use single-use sanitary pads, which significantly contributes to the country's waste problem. By 2023, Indonesia is projected to generate around 70.8 million tons of waste annually, with a substantial portion attributed to plastic waste, including sanitary products[1][2][4]. The environmental impact is severe, as these pads, made from 90% plastic, take 500-800 years to decompose, exacerbating the waste crisis in a country already struggling with waste management[1].

**Bringing Your Own Bottle Helps Save the Planet**

Bringing your own reusable water bottle is one of the easiest and most impactful ways to reduce plastic waste and help save our planet:

- *\*Bottled water is 2,000x more expensive than tap water\**, and the costs add up quickly[2]. Using a reusable bottle saves you money in the long run.
- *\*Each plastic water bottle takes a huge toll on the environment\**. Plastic waste pollutes our oceans and landscapes, and microplastics even end up in our own bodies when we drink from plastic containers[2].
- *\*The bottled water industry wastes vast quantities of energy, water and other resources\** in the manufacturing process[2]. Bringing your own bottle reduces this waste.
- *\*Globally, 480 billion plastic bottles were sold in 2016 alone\**, with 86% ending up as landfill or litter in the US[3]. Reusable bottles help curb this staggering amount of plastic waste.
- *\*Reusable bottles come in many eco-friendly options\** like glass and aluminum[4]. Find one you love and make it a habit to bring it with you to stay hydrated while reducing waste.

So make the switch to a reusable bottle and be part of the solution to plastic pollution. It's an easy way to save money, reduce waste, and help protect our planet for generations to come. Be the change you want to see in the world[3]!

The "Save Our Planet" training emphasizes a shift from human-centered development to sustainable development, advocating for harmony between humanity and nature. Key concepts include the need for education to foster environmental awareness and the integration of indigenous knowledge. The Sustainable Development Goals (SDGs) serve as a framework for promoting equitable development that benefits all, while addressing environmental challenges. This approach aims to ensure that future generations can meet their needs without compromising the planet's health

## 4 Conclusion

Environmental awareness influences personal development by fostering a sense of responsibility and empowerment. Individuals with higher environmental awareness tend to exhibit pro-environmental behaviors, which are linked to better cognitive and emotional development. Education plays a crucial role in enhancing this awareness, leading to improved self-efficacy and motivation to engage in sustainable practices. Additionally, interaction with natural environments has been shown to enhance self-esteem, creativity, and overall well-being, further promoting personal growth and development[1][2][3][4].

Environmental awareness positively impacts mental health and well-being by promoting connections with nature, which can reduce stress, anxiety, and depression. Exposure to green spaces fosters emotional resilience and enhances overall mental wellness, as individuals often find solace in natural environments[1][2][5]. Conversely, environmental stressors like pollution and climate change contribute to mental health issues, including anxiety and depression, particularly among vulnerable populations[2][3][4]. Thus, fostering environmental awareness can lead to healthier lifestyles and improved mental health outcomes by encouraging sustainable practices and enhancing access to natural spaces[2][5].

Pro-environmental awareness enhances life skills and human development by fostering knowledge, attitudes, and values that promote sustainable behaviors. Individuals with higher environmental awareness are more likely to engage in pro-environmental actions, which can lead to improved community engagement and responsible citizenship. This awareness also cultivates problem-solving skills and a sense of responsibility towards environmental conservation, thereby contributing to personal growth and societal well-being[1][2][3][4][5]. Additionally, integrating environmental education into daily practices reinforces these skills, making them more effective in real-life scenarios[6].

Integrating the "Save our Planet" program into the Training of Trainer (ToT) curriculum and ensuring that trainer certification is assessed by BNSP RI can enhance environmental awareness and competency among trainers. This approach aligns with the BNSP's goal of providing high-quality training that meets national standards, ensuring that trainers are equipped to effectively teach sustainability practices[1][2][3]. By incorporating environmental themes, trainers can better prepare participants to address ecological challenges in their respective fields[4][5].

Pramuka training methods effectively promote environmental awareness through outdoor education and conservation programs. Activities such as mountaineering and river camps engage participants in experiential learning, enhancing their ecological knowledge and behaviors. Research indicates that these programs significantly improve environmental attitudes among participants, particularly when tailored to their educational levels[2][5]. Additionally, initiatives like the Kampung Pramuka showcase practical applications, including tree planting and waste management, fostering community involvement and sustainable practices[3]. Overall, Pramuka serves as a vital platform for instilling environmental responsibility in youth[1][6].

Research on "Save Our Planet" training emphasizes the integration of human and sustainable development. It highlights the importance of education in fostering environmental awareness and promoting sustainable practices. By combining indigenous knowledge with modern science, the initiative aims to enhance local livelihoods while preserving ecosystems. This approach not only improves social productivity but also addresses pressing global challenges like climate change and resource depletion. Ultimately, it advocates for a harmonious relationship between humanity and nature, ensuring that development benefits all, without compromising future generations' needs[2][4].

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