

**ABSTRAK**

**DINAMIKA INTERNALISASI NILAI LAUDATO SI DAN TANTANGAN  
KEPEDULIAN LINGKUNGAN DALAM PEMBENTUKAN CALON GURU  
BIOLOGI MASA DEPAN**

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Pendidikan Biologi

Penelitian ini mengkaji dinamika internalisasi nilai-nilai ensiklik Laudato Si dan tantangan kepedulian lingkungan pada calon guru pendidikan biologi Universitas Sanata Dharma (P BIO USD) angkatan 2020-2024. Menggunakan pendekatan studi kasus kualitatif dengan teknik wawancara mendalam semi-terstruktur dan observasi partisipan, penelitian menemukan bahwa pemahaman responden terhadap Laudato Si bersifat holistik, mengintegrasikan iman, ilmu ekologi, dan tanggung jawab sosial, meskipun internalisasi berlangsung secara dinamis dan bertahap melalui tahapan kognitif, praktik, refleksi, dan negosiasi tantangan multidimensi (psikologis, sosial, struktural, teologis).

Pengalaman akademik P BIO USD (Ekologi Terapan, Biologi Konservasi, KSK) mendukung proses ini, tetapi terhambat oleh ketegangan antara visi ekosentris kurikulum dan tuntutan kesiapan kerja MBKM. Kesimpulan menegaskan peran calon guru sebagai agen transformasi ekologis melalui teladan praktik nyata, dengan saran pengembangan kurikulum integratif berbasis Pedagogi Ignasian untuk memperkuat habitus berkelanjutan.

**Kata kunci:** Laudato Si, internalisasi nilai ekologis, calon guru biologi, pendidikan Katolik, kepedulian lingkungan.

**ABSTRACT**

***DYNAMICS OF LAUDATO SI VALUE INTERNALIZATION AND ENVIRONMENTAL CARE CHALLENGES IN FORMING FUTURE BIOLOGY TEACHERS***

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*Biology Education*

*This study examines the dynamics of internalizing Laudato Si values and environmental care challenges among prospective biology teacher education students at Sanata Dharma University (PBIO USD), classes 2020-2024. Employing a qualitative case study approach with semi-structured in-depth interviews and participant observation, findings reveal respondents' holistic understanding of Laudato Si, integrating faith, ecological science, and social responsibility, though internalization occurs dynamically through cognitive, practical, reflective, and negotiation stages amid multidimensional challenges (psychological, social, structural, theological).*

*PBIO USD academic experiences (Applied Ecology, Conservation Biology, KSK) facilitate this process but face tensions between the ecocentric curriculum vision and MBKM job readiness demands. Conclusions affirm prospective teachers' role as ecological transformation agents via practical exemplars, recommending integrative curriculum development based on Ignatian Pedagogy to strengthen sustainable habits.*

**Keyword:** *Laudato Si, ecological value internalization, prospective biology teachers, Catholic education, environmental care*

