

## ABSTRACT

Sanjaya, P.K. (2026). *The Role of Environmental Awareness in Shaping English Language Teachers' Professional Identity and Eco-Pedagogical Practices*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

The world is currently facing serious environmental challenges that affect various aspects of human life. Despite the urgency of these issues, public environmental awareness remains relatively low. Within this context, the education sector holds a strategic role in fostering ecological awareness. Teachers, as key agents of education, play an important role in shaping students' environmental values. Their professional identity may be influenced by how they perceive and respond to environmental issues. However, research that explicitly examines the relationship between environmental awareness and teacher identity construction remains limited.

Therefore, two research questions were raised: (1) What are the impacts of teachers' environmental awareness on their professional identity construction as educators? and (2) How do teachers integrate environmental values into their teaching practices? Specifically, this research seeks to explore the impact of environmental awareness on teachers' identity construction and the ways environmental values are embedded in English language teaching.

This study is theoretically grounded in critical pedagogy and eco-pedagogy. A mixed-methods approach was employed. In the quantitative phase, 80 English teachers participated in a questionnaire to examine their level of environmental awareness and identity orientation. In the qualitative phase, five teachers were selected through purposive sampling for semi-structured interviews. Descriptive statistics were used to analyze the quantitative data, while thematic analysis was applied to the qualitative data.

The findings showed that teachers reported high levels of environmental awareness in their personal actions ( $M = 4.03$ ,  $SD = 0.57$ ) and teaching practices ( $M = 3.96$ ,  $SD = 0.56$ ), while environmental awareness related to professional identity was comparatively lower ( $M = 3.41$ ,  $SD = 0.46$ ). Furthermore, the findings indicated that teachers' environmental awareness influenced their moral self-positioning, pedagogical decision-making, and professional identity beyond language instruction. Teachers integrated environmental values into English teaching through implicit practices, such as modeling environmental values and encouraging daily habits, as well as explicit practices, including material integration and instructional strategies. This study concludes that environmental awareness plays a significant role in shaping English teachers' professional identity and pedagogical practices.

**Keywords:** Ecological awareness, English language teachers, teacher identity

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Dewasa ini, dunia sedang mengalami masalah lingkungan serius yang memengaruhi segala aspek kehidupan manusia. Namun, meskipun kondisi ini mendesak, kesadaran masyarakat terhadap lingkungan masih terbilang rendah. Dalam masalah ini, pendidikan memegang peran yang strategis untuk menumbuhkan kesadaran lingkungan. Guru, sebagai agen dari pendidikan, berperan penting dalam membentuk kesadaran lingkungan siswa. Identitas personal mereka dapat dipengaruhi oleh bagaimana mereka memaknai dan merespons isu-isu lingkungan. Namun, studi yang secara eksplisit meneliti hubungan antara kesadaran lingkungan dan pembentukan identitas guru masih terbilang belum banyak.

Oleh karena itu, dua pertanyaan penelitian diajukan: 1) Apa dampak dari kesadaran lingkungan guru pada pembentukan identitas profesional mereka sebagai guru? Dan 2) Bagaimana guru mengimplementasikan nilai-nilai lingkungan pada pengajaran mereka? Secara spesifik, penelitian ini mengeksplorasi dampak dari kesadaran lingkungan pada pembentukan identitas guru dan cara nilai-nilai lingkungan diimplementasikan pada pembelajaran Bahasa Inggris.

Penelitian ini secara teoritis berlandaskan pada pedagogi kritis dan eko-pedagogy. Pendekatan metode campuran digunakan dalam penelitian ini. Dalam fase kuantitatif, 80 guru Bahasa Inggris berpartisipasi mengisi kuisioner untuk mengukur level kesadaran lingkungan dan orientasi identitas mereka. Selanjutnya, dalam fase kualitatif, 5 guru dipilih melalui teknik pengambilan sampel yang bertujuan untuk diwawancarai. Deskriptif statistik digunakan untuk menganalisis data kuantitatif sementara analisis tematik digunakan untuk menganalisis data kualitatif.

Hasil penelitian menunjukkan bahwa guru melaporkan tingkat kesadaran lingkungan yang tinggi dalam tindakan personal mereka ( $M = 4,03$ ;  $SD = 0,57$ ) dan praktik pengajaran ( $M = 3,96$ ;  $SD = 0,56$ ), dengan tingkat kesadaran lingkungan yang relatif lebih rendah dalam identitas profesional mereka sebagai guru ( $M = 3,41$ ;  $SD = 0,46$ ). Selain itu, guru mengintegrasikan nilai-nilai lingkungan ke dalam pembelajaran bahasa Inggris melalui praktik implisit, seperti memberikan teladan nilai-nilai lingkungan dan membiasakan siswa dalam rutinitas sehari-hari, serta melalui praktik eksplisit, termasuk integrasi materi dan strategi pembelajaran. Penelitian ini menyimpulkan bahwa kesadaran lingkungan berperan signifikan dalam membentuk identitas profesional guru bahasa Inggris dan praktik pedagogis mereka.

**Kata kunci:** Guru Bahasa Inggris, identitas guru, kesadaran ekologis