

Implementation of Conservation Ideas and Practices in Kampus Mengajar Program in Indonesia

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Abstract

The Teaching Campus Kampus Mengajar is an Indonesian Government's initiative that involves national higher education institutions to connect students with communities in schools across various regions, particularly those requiring educational assistance. This article examines the conservation implementation within Kampus Mengajar.

The research involved literature analysis, case studies, as well as interviews with various stakeholders involved in the program. This study adopts a qualitative approach to investigate conservation implementation at Kampus Mengajar in Indonesia. This method allows in-depth exploration of program complexity and context, capturing stakeholder perspectives, experiences, and perceptions. Data collection involved structured interviews, direct observations, and document analysis.

The research findings indicate that the program has made a significant contribution to conservation efforts concerning natural, cultural, and social resources in the schools where Kampus Mengajar operates. This can be observed from several aspects, including the development of local human resources, the preservation of local wisdom, and the enhancement of environmental awareness in the target communities. However, it faces challenges and obstacles in implementing conservation principles within Kampus Mengajar, such as limited resources, cultural differences, and logistical challenges.

This study provides a better understanding of how conservation can be effectively integrated into higher education programs in Indonesia. It offers insights into the potential for further development and improvement in carrying out similar programs in the future. It concludes that Kampus Mengajar holds significant potential for supporting conservation and sustainable development efforts in various regions, assuming that the challenges and obstacles can be addressed with appropriate solutions.

Keywords: conservation, student, Kampus Mengajar, Indonesia

Introduction

Indonesia, as an archipelagic nation with abundant natural resources (Anggusti & Siallagan, 2018; Pammai et al., 2022), possesses a unique ecosystem and diverse local wisdom (Palupi & Abdillah, 2019; Putri et al., 2021). However, in recent decades, the country has also encountered significant challenges related to the preservation of natural resources, culture, and society (Bakri et al., 2023; Tetelepta et al., 2023). Deforestation, environmental degradation, and threats to local wisdom have become alarming issues (Choi, 2023; Ulfat et al., 2023). In this context, higher education programs such as Kampus Mengajar (Campus Teaching) have emerged as an effort not only to provide education (Suyatno et al., 2023), but also as a potential means to support conservation initiatives.

Kampus Mengajar positions university students in schools in need of educational assistance (Wahyu Asmorojati et al., 2022). This program offers an opportunities for students to engage directly in off-campus learning and interact with schools in need of support and development (Sumani et al., 2022). However, there is another potential aspect of the Kampus Mengajar program that can be developed, which is integrating conservation principles. In this regard, the potential contribution of this program to supporting the preservation of natural, cultural, and social resources in Indonesia needs to be considered.

Furthermore, schools play a crucial role in shaping children's understanding and awareness of environmental conservation (Cannon et al., 2023; Kaloumaira et al., 2023). Besides providing knowledge about conservation issues, schools can also play an active role in teaching sustainable practices and environmental ethics to students (Mongar, 2023). However, the implementation of conservation at the school level often faces challenges.

It is essential to realize that environmental education in schools is not just about conveying knowledge but also about encouraging tangible actions. Students should feel engaged and actively involved in environmental conservation efforts, ranging from reducing plastic waste to preserving biodiversity in their surroundings.

These studies remain focused on the examination of conservation objects but are yet to explore the potential of people implementing them. There is a need for environmental conservation efforts that begin with awareness within the community, particularly within the educational sphere. Given this background, this paper poses two research questions as follows:

- RQ1: What are the forms of conservation implementation in the Kampus Mengajar Program in Indonesia?
- RQ2: How can the conservation implementation in the Kampus Mengajar Program be evaluated?

Its aim is to provide an overview of the implementation of conservation in the Kampus Mengajar Program in Indonesia, serving as a model for conservation implementation in other programs or community life.

Its objectives are:

1. To describe the forms of conservation implementation in the Kampus Mengajar Program in Indonesia.
2. To describe the forms of evaluation of conservation implementation in the Kampus Mengajar Program.

Theoretical Framework

Conservation and the Importance of Environmental Preservation

Conservation of natural resources aims to maintain the sustainability of biological resources and ecosystems to enhance the well-being of society and the quality of human life. In a narrower sense, conservation can be understood as protection, while in a broader sense, it encompasses the management and wise use of the biosphere to meet the needs of the current generation while considering the ability to meet the needs of the future generations (Wiryo, 2013).

Conservation involves a series of actions that encompass protection, preservation, and sustainable resource use. Protection involves various efforts to prevent and reduce damage caused by human activities, livestock, fires, natural factors, diseases, and pests. In the context

of environmental science, the concept of conservation has several important aspects, as explained by Christanto (2014) as follows.

- (1) Striving for thrift and efficiency, such as in energy usage;
- (2) Aiming to carefully manage and protect natural resources and the environment;
- (3) Managing certain quantities to remain stable during chemical or physical transformations;
- (4) Engaging in long-term environmental preservation efforts; and
- (5) Endeavoring to maintain the genetic diversity of species through the management of natural habitat within a region.

In Indonesia, attention to conservation of natural resources emerged in the 1970s and has continued to evolve since then. Conservation is pursued with the goal of serving as a life support system by maintaining crucial ecological processes, preserving various species and ecosystems, and ensuring the sustainability of genetic diversity. Conservation areas play a vital role in development by considering natural balance, providing benefits to people, supporting educational development, contributing to the agricultural sector, developing tourism potential, and contributing to overall development and its outcomes (Christanto, 2014).

Conservation Education in Schools

Education about environmental preservation should begin in early childhood to cultivate a younger generation that loves Nature and understands environmental concepts. The roles of teachers and students are crucial in creating awareness of the importance of protecting Nature and comprehending the concept of environmental preservation from an early age. The goal of environmental preservation education is to enhance quality of life, realize the value of the environment, and clarify the meaning of the environment itself. Through this environmental preservation education, it is hoped that students' knowledge, skills, motivation, and sense of responsibility in using natural resources efficiently can be enhanced (Morar & Peterlicean., 2012).

The focus of the problem the world faces is the need to change human behaviors that harm the environment and increase their moral awareness. Currently, the task is to prepare a younger generation with a conservation spirit or to support conservation through education while practicing environmental conservation as a good example for the younger generation (Retnoningsih, 2018). Environmental conservation, like education, has long-term aspects, meaning that the results of our actions today will be seen in the years to come. Environmental conservation education can be implemented with various methods suitable for the developmental level of the respective students. Therefore, the implementation of environmental conservation education plays a crucial role in shaping the future of Indonesia and should be carried out through conservation training for students and teachers.

Conservation education aims to introduce Nature to students and raise their awareness of the vital value of natural resource diversity. One way to introduce Nature and all its components is through direct interaction in the open environment. Unfortunately, this often poses a challenge in implementing conservation education. However, the implementation of conservation education can be adapted to various models and techniques that are suitable for the surrounding environment and the capabilities of the students (Rachman, 2022).

Review of Literature

There are many previous studies that examine this issue. They can serve as references for this research. For example, Ren et al. (2022) have discussed longitudinal shift patterns of larval groups in the upper reaches of the Yangtze River, emphasizing the impacts and implementation of conservation in floodplain lakes. Furthermore, Garg & Eslamian (2021) have employed geospatial approaches to identify suitable locations for water conservation, particularly in the context of India. Devi et al. (2021) examine the implementation of energy conservation in the cable manufacturing industry through ETAP analysis. Moreover, Edwards et al.

(2020) elucidate the relationship between various outcomes and impacts arising from 25 years of sea turtle conservation in Northern Cyprus.

In contrast, Büssing et al. (2019) use customized concept mapping techniques to assist conservation implementation, with an example applied to wolf population enhancement in Lower Saxony, Germany. Similarly, Guzman et al. (2019) discuss variations in surface soil characteristics in highland areas of Valle del Cauca, Colombia, and their implications for runoff, erosion, and conservation. Moreover, Topp & Loos (2019) align knowledge of Renosterveld ecology and conservation in fragmented landscapes. In the same light, Song et al. (2019) observe the gradual recovery of longitudinal floating larval fish groups in the middle of the Yangtze River, focusing on the Three Gorges Dam's impact and conservation implementation. However, Sinclair et al. (2018) examine the use and utility of spatial conservation priorities and point out that they need to be rethought. Added to these, Lund (2018) evaluates community efforts through K-12 technical education in the context of water conservation implementation, combining observations and surveys.

Research Methods

Research Design

This research employs a qualitative approach to delve into the implementation of conservation in Kampus Mengajar in Indonesia (Creswell & Creswell, 2018). The qualitative approach was chosen because it allows the exploration of the complexity and context of this program in-depth. It also understands the perspectives, experiences, and perceptions of stakeholders involved in the program (Denzin, 2018).

Data, Data Sources and Data Collection

This study specified a data, namely conservation implementation carried out by students in the Kampus Mengajar Program in Indonesian schools 2023. The subjects are the schools where the Kampus Mengajar Program was implemented in 2023, primarily consisting of elementary and secondary schools. The researcher focused on schools located in Central Java, Indonesia.

There are six regencies selected as the research objects, namely: Jepara City, Banyumas Regency, Semarang City, Demak Regency, Surakarta, and Banjarnegara Regency. Jepara is represented by Kerso Elementary School and Bulu Elementary School; Banyumas Regency is represented by Kalisalak Elementary School and Dawuhan Elementary School; Semarang City is represented by Batusari Elementary School and Gajahmungkur Elementary School; Demak Regency is represented by Karangasem Elementary School and Pawongan Elementary School; Surakarta is represented by Jajar Elementary School and Cinderejo Elementary School; Banjarnegara Regency is represented by Karangtengah Elementary School and Wanadadi Elementary School. Each school is represented by 6 student respondents, making a total of 72 student respondents. Additionally, there is a representation of 1 teacher and the school principal as respondents for each school.

Data collection was conducted using structured interviews, direct observations, and document analysis, following Miles and Huberman (1994) and Neuman (2014).

1. Structured interviews with key stakeholders, such as program managers of "Kampus Mengajar," faculty members involved in the program, and students participating in the program. Interviews were conducted using structured question guides designed to explore their understanding and perceptions of the conservation program, barriers to implementation, and expected impacts of the program.
2. Direct observations of activities related to the conservation program in the school environments where the Kampus Mengajar Program was implemented. This involved observing interactions between students, faculty members, and school components in the context of conservation. Field observations were carried out to gain a deeper understanding of program implementation.

3. The research collected and analyzed various documents related to the Kampus Mengajar Program, including program guidelines, annual reports, and training materials related to environmental conservation. Document analysis helped us understand the goals, methods, and progress of the conservation program.

Collected data were analyzed using a thematic approach. main themes that emerged from interviews, document analysis, and field observations were identified.

Findings and the Discussion

Kampus Mengajar has become a significant initiative in the development of sustainable higher education and school empowerment. This program provides not only educational benefits to students but also contributes to environmental conservation and environmental awareness in schools and the educational environment. Through a holistic educational approach, the program has attempted to integrate aspects of environmental conservation into the learning experiences of both university students and the students at the schools where the program is implemented.

In this research, two key aspects related to Kampus Mengajar were explored. First, the forms of conservation implementation within this program are described. Second, the program implementation was evaluated, assessing its impact on the environment, conservation awareness, as well as the challenges and potential for future development.

Conservation implementation in Kampus Mengajar

Observations in schools with Kampus Mengajar, found three main implementation patterns, namely: conservation implementation in learning, conservation implementation in the form of socialization, and conservation implementation in school activities. This is illustrated in the following figure.

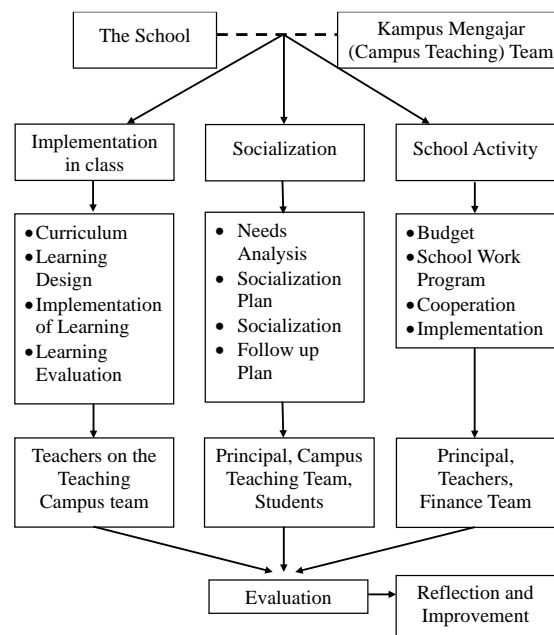


Fig. 1: Patterns of Conservation Implementation in Kampus Mengajar

Source: Author

1. Conservation implementation in learning

Implementation of conservation in education within the Kampus Mengajar Program is a process that integrates concepts, values, practices, and understanding related to the preservation of Nature and the environment into students' learning experiences. The goal is to foster a deeper understanding of the importance of conserving Nature and to motivate actions

that support conservation. Here are some examples of how conservation is implemented in education within the Kampus Mengajar.

Students there, along with teachers, develop educational materials that cover topics related to environmental conservation, such as biodiversity, natural resource management, and the impact of human activities on the environment. These materials are tailored to the students' developmental levels. The implementation of conservation in education for elementary school students is conducted as enrichment materials within the curriculum, particularly within the environmental theme. Meanwhile, conservation education for middle school students is incorporated as part of the curriculum, indirectly conveying moral messages through the learning process, as depicted in Figure 2.



Fig. 2: Conservation Implementation in Classroom Learning

Source: Author

The implementation of conservation in education can provide valuable experiences, even when using materials, images, or short films as instructional media. Surprisingly, this approach has a significant impact on students who may have limitations in visiting the illustrated objects.

Students who engage in conservation-focused learning within the classroom gain a variety of experiences that enrich their understanding and awareness of environmental conservation. Firstly, students acquire a deeper understanding of the concepts and principles of environmental conservation, the importance of conservation, various conservation methods, and the impact of human activities on the environment. Secondly, students learn practical skills and practices related to conservation, such as natural resource management, reforestation, and environmental care. Thirdly, this type of learning enhances students' awareness of environmental issues and conservation challenges present in their surroundings.

In the pursuit of a deeper understanding of the significance of environmental conservation, the implementation of conservation in education within Kampus Mengajar has had a significant impact on students (Leather & Helden, 2005). By integrating the concepts, values, and practices of environmental preservation into the curriculum, students not only gain knowledge about conservation but also develop practical skills they can apply in their daily lives (Santamouris et al., 1994). Indeed, they become more conscious of the environmental challenges our planet faces and feel engaged in conservation efforts.

As expressed by Wirtshafter & Denver (1991), environmental conservation education is crucial from an early age to cultivate a generation that loves Nature and is environmentally aware. Through the implementation of conservation in education, Kampus Mengajar has successfully instilled profound awareness and understanding of environmental conservation among students, equipping them to become future conservationists who care deeply about the environment (Coyle, 1985).

2. Conservation implementation in the form of socialization

Implementation of conservation in the form of socialization aims to disseminate knowledge, awareness, and values related to environmental conservation. Its purpose is to foster a better understanding of the importance of environmental conservation, stimulate

behavioral changes, and motivate individuals and communities to participate in conservation efforts. Here are some forms of conservation socialization implemented within Kampus Mengajar, as depicted in the Figure 3.



Fig. 3: Conservation Implementation in the Form of Socialization
Source: Author

Students design and implement various socialization programs, as depicted in the following activities. First, Kampus Mengajar team conducts environmental awareness campaigns aimed at enhancing understanding of environmental issues, such as climate change, biodiversity, and natural resource management. Second, workshops, seminars, or workshops are organized, inviting environmental experts or conservation activists to speak on environmental issues to the community. Third, media publications are utilized to disseminate information on environmental conservation and relevant environmental issues. Through conservation socialization, schools are provided with opportunities to actively engage in Nature preservation, protection of the environment, and better care for the planet. This is a crucial step in creating collective awareness and behavioral changes necessary to address global environmental challenges.

The results of observations through interviews with 72 respondents from 6 cities in Indonesia, namely Jepara, Banyumas, Semarang, Demak District, Surakarta, and Banjarnegara District (each city having 12 respondents), reveal that there are several positive impacts from the implementation of conservation through socialization within the Kampus Mengajar. Firstly, there is an increased environmental awareness regarding pressing environmental issues, thereby creating awareness of the importance of preserving the natural environment and biodiversity. Secondly, conservation socialization helps stimulate behavioral changes in individuals and communities, encouraging them to adopt more sustainable practices in their daily lives. Thirdly, through socialization programs, students are encouraged to actively participate in conservation efforts. Fourthly, seminars, workshops, and media publications provide valuable sources of information about environmental issues, helping to enhance public knowledge about environmental challenges and ways to address them.

Through the implementation of conservation through socialization, Kampus Mengajar has played a crucial role in educating the public and motivating them to engage in environmental preservation efforts (Christ & Dreesmann, 2023). By disseminating knowledge, awareness, and values related to environmental conservation, students in Kampus Mengajar have successfully increased public understanding of pressing environmental issues (Carson, 1982). Through environmental awareness campaigns, workshops, seminars, and media publications, they have created a collective awareness of the importance of protecting our planet (Graham, 1977).

As stated by Mandell & Walle (1968), efforts to socialize environmental conservation have a positive impact on raising awareness and increasing community participation in Nature

preservation. The implementation of conservation through socialization conducted by Kampus Mengajar aligns with this understanding and makes a significant contribution to maintaining the sustainability of our environment (Sima et al., 2023).

3. Implementation of conservation in school activities

Implementation of conservation in school activities is an approach that aims to bring the concepts and practices of nature preservation into the educational environment. This involves the use of schools as a platform to educate students about the importance of conservation, integrate sustainable values, and encourage concrete actions to preserve nature. Here are some of the implementation of conservation carried out in activities in schools in the Kampus Mengajar illustrated in the following documentation of Figure 4.



Fig. 4: Conservation implementation in School Activities

Source: Author

Table 1: Schools where the Kampus Mengajar program is implemented

Source: Author

No.	City	School	Programs	Time
1.	Jepara	Kerso Elementary School	Tree Planting	January
		Bulu Elementary School	Clean Water Programs	January
2.	Banyumas	Kalisalak Elementary School	Tree Planting	February
		Dawuhan Elementary School	Conservation project (aintenance and protection of wildlife)	March-April
3.	Semarang	Batusari Elementary School	Recycling of bottle and plastic waste.	May
		Gajahmungkur Elementary School	The creation of school gardens serves as a natural laboratory	May-June
4.	Demak Distric	Karangasem Elementary School	Tree Planting	June
		Pawongan Elementary School	Recycling of bottle and plastic waste.	July
5.	Surakarta	Jajar Elementary School	Tree Planting	July
		Cinderejo Elementary School	Recycling of bottle and plastic waste.	August
6.	Banjarnegara Distric	Karantengah Elementary School	Tree Planting	September
		Wanadadi Elementary School	Recycling of bottle and plastic waste.	September

Students in Kampus Mengajar design and implement various programs in schools, as depicted in the following activities. Firstly, recycling programs are conducted, either in a simple manner or by establishing recycling programs within the school, including waste collection, sorting, and processing. This teaches students the importance of sustainable waste management.

This activity is carried out at Kerso Elementary School, Batusari Elementary School, Pawongan Elementary School, Cinderejo Elementary School, and Wanadadi Elementary School. Secondly, tree planting is carried out within or outside the school premises. This can aid in reforestation and preserving environmental sustainability. This program is carried out at Kerso Elementary School, Kalisalak Elementary School, Karangasem Elementary School, Jajar Elementary School, and Karangtengah Elementary School. Thirdly, the creation of school gardens serves as a natural laboratory. Students can learn about sustainable agriculture, plant maintenance, and understanding natural resources. This program is carried out at Gajahmungkur Elementary School. Fourthly, clean water programs involve installing water-saving equipment in schools, educating students about water conservation, and inspecting water channels around the school. This program is carried out at Bulu Elementary School. Fifthly, initiating conservation projects within the school, such as the maintenance and protection of wildlife, hazardous waste management, or species protection programs. This program is carried out at Dawuhan Elementary School.

Implementation of conservation in school activities within Kampus Mengajar offers several significant benefits. Firstly, these activities introduce the concepts and practices of environmental preservation into the educational environment, providing students with opportunities to understand the importance of conserving and preserving Nature from an early age. Secondly, it helps integrate sustainable values into the educational curriculum, involving students not only in practical actions like recycling and tree planting but also teaching them about social responsibility and environmental ethics. Thirdly, programs such as recycling, tree planting, and school garden creation provide students with practical experiences, enabling them to learn how to manage waste, care for plants, and preserve natural resources. Fourthly, through clean water programs, wildlife conservation, and other projects, schools can enhance the physical environment's quality, creating a healthier and sustainable learning environment.

Through the implementation of conservation in school activities, Kampus Mengajar has successfully transformed schools into environments that support understanding and practices of environmental preservation (Díaz-López et al., 2023). By involving students in recycling, tree planting, school garden creation, clean water programs, and other conservation projects, they have provided valuable practical experiences (Ha et al., 2023). Students not only gain knowledge about environmental preservation but also have the opportunity to directly contribute to protecting the environment around them (Al Balushi & Ambusaidi, 2023).

According to Schmäing & Grotjohann (2023), this approach can have a positive impact on enhancing students' understanding of environmental conservation and encouraging their participation in conservation actions. The implementation of conservation in school activities carried out by Kampus Mengajar is a concrete step towards creating a generation that cares about the environment and is ready to contribute to nature conservation (Mahat et al., 2022).

Evaluation on Conservation Implementation in Kampus Mengajar

Kampus Mengajar Program involves the implementation of conservation in three main forms: education, socialization, and school activities. They have significant potential to achieve important goals in environmental education and conservation. However, a more in-depth evaluation is crucial. There are several key aspects to consider in the evaluation of the implementation of conservation in the program, namely (1) evaluation considerations regarding the implementation of activities, (2) the program impacts on the environment, (3) challenges faced by Kampus Mengajar, and (4) potential future developments.

1. Evaluation Considerations Regarding the Implementation of Activities

Considerations in evaluating the implementation of activities have several main notes that can be reflected upon. Firstly, the evaluation should assess the extent to which this program succeeds in achieving environmental education goals, such as enhancing students' understanding of environmental conservation, integrating sustainable values into the curriculum, and stimulating positive behavioral changes that support conservation. Secondly, it is essential to evaluate the level of student participation and involvement in every aspect of

the program, from engagement in learning, socialization, and school activities to their active role in program execution. Thirdly, the evaluation should consider the program's impact on students' and school communities' environmental awareness and their understanding of pressing environmental issues and the importance of conservation. Fourthly, the program should be evaluated for its success in stimulating positive behavioral changes among students and school communities. Fifthly, the evaluation should assess how the program impacts the physical school environment, such as waste management, water sustainability, tree planting, or other efforts to preserve the school environment. Sixthly, it is crucial to evaluate the program's sustainability and long-term plans to ensure its continued operation and benefits.

2. The Program Impacts on the Environment

The impact of implementing conservation in Kampus Mengajar on the environment is reflected in several implemented actions. Firstly, recycling programs applied in schools have contributed to more sustainable waste management, reducing and controlling the amount of waste polluting the environment. Secondly, tree planting activities in schools and outside schools have contributed to reforestation and environmental sustainability because these trees provide benefits in terms of carbon absorption and biodiversity preservation. Thirdly, clean water programs that educate students about water conservation and inspect water channels around schools have had a positive impact on local water quality and minimized pollution. Fourthly, conservation projects in school activities, such as the maintenance of wildlife and hazardous waste management, can help create a healthier and sustainable school environment.

Besides the physical impacts, there are impacts on conservation awareness resulting from the implementation of Kampus Mengajar. The program has also created a significant impact on students' and school communities' conservation awareness. Firstly, through the implementation of conservation in education, students have gained a deeper understanding of the concepts and principles of environmental conservation, as well as its importance. Secondly, students have learned practical skills related to conservation, such as natural resource management, afforestation, and environmental care. Thirdly, conservation education has increased students' awareness of environmental issues and conservation challenges in their surroundings.

3. Challenges Faced by Kampus Mengajar

Despite the positive impacts, the implementation of conservation in Kampus Mengajar is not without challenges. Firstly, limited resources, both financial and human, pose obstacles in developing and sustaining the program, necessitating ongoing support to maintain its sustainability. Secondly, although socialization programs have raised awareness, there are still challenges in broadly changing community behaviors to support environmental conservation. Thirdly, another challenge is maintaining active participation from school communities and local residents, necessitating ongoing efforts to sustain their support and involvement.

4. Potential Future Developments

There are also potential future developments to be pursued. Firstly, expanding this program to more schools and regions across Indonesia to reach more students and communities. Secondly, developing stronger partnerships with environmental organizations, local governments, and the private sector to support the program with additional resources and expertise. Thirdly, leveraging educational technology, such as e-learning and mobile applications, to enhance access and effectiveness of conservation education. Fourthly, involving students more actively in designing and implementing conservation programs so that they feel a direct responsibility for environmental preservation. Fifthly, providing continuous training for teachers to ensure they have sufficient understanding and skills in teaching conservation materials.

Conclusions

The paper concludes that;

1. Kampus Mengajar Program is a holistic approach in promoting Nature and environmental conservation in schools in Indonesia through the implementation of conservation in learning, socialization, and school activities.
2. The program has succeeded in increasing the understanding of student conservation, practicing the concept of conservation in daily life, and creates a positive impact on the school's physical environment. However, challenges such as limited resources and changes in community behavior still need to be overcome to maintain the sustainability of this program.

Therefore, Kampus Mengajar has significant potential to shape a generation that cares about the environment and conservation in Indonesia. However, it requires stronger support and strategies to address the challenges at hand.

Recommendations for enhancing Kampus Mengajar in Indonesia are as follows.

1. The program needs greater resource allocation, both in terms of funding and personnel.
2. Establish strong partnerships with environmental organizations, local governments, and the private sector can provide additional support in terms of resources and expertise, which are crucial.
3. Leveraging educational technology such as e-learning and mobile applications can enhance access and the effectiveness of conservation education.
4. Actively involving students in designing and implementing conservation programs can strengthen their sense of ownership and leadership skills.
5. It is essential to conduct ongoing evaluations of program implementation to identify areas for improvement and ensure the achievement of environmental education goals.
6. Maintaining active participation from school communities and local residents in the program through various conservation activities is crucial.
7. Teachers need continuous training in environmental and conservation education to effectively teach this material.
8. Thorough documentation of the positive impacts achieved by the Campus Teaching Program can help promote the program to various stakeholders, including potential partners and supporters, thereby supporting its growth and sustainability.

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