

CULTIVATING MULTICULTURAL VALUES THROUGH SUSTAINABILITY: A PHILOSOPHICAL ANALYSIS OF GREEN SCHOOL BALI

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ABSTRACT

This study investigates how multicultural values are woven into the sustainable learning ecosystem at Green School Bali. Employing a descriptive qualitative approach supported by literature review and hermeneutic analysis, the research explores how diversity, openness, and sustainability are enacted within the curriculum, school culture, and daily pedagogical practices. The findings reveal that multiculturalism is not treated as supplementary content but rather serves as a philosophical foundation that shapes the entire learning design. The school's sustainability-oriented environment—expressed through ecological projects, cross-cultural collaboration, and partnerships with local communities—fosters meaningful intercultural learning experiences. Teachers function as cultural mediators who cultivate reflective thinking and critical dialogue. These practices contribute to students' heightened cultural sensitivity, ecological awareness, and global competencies. Overall, the study underscores the pivotal role of integrating multicultural principles with ecopedagogy in nurturing inclusive character and responsiveness to social and environmental issues. The research recommends strengthening teacher capacity, expanding community-based collaborations, and developing curriculum policies that are more attuned to diversity and sustainability.

Keywords: contextual curriculum, ecopedagogy, Green School Bali, multicultural education, sustainability,

INTRODUCTION

Multicultural education has increasingly assumed a strategic role in cultivating learners capable of adapting and upholding inclusivity amid the growing complexity of global societies (Saihu et al., 2022). This pedagogical orientation extends beyond mere recognition of differences among individuals or groups; it underscores the need to cultivate a broad understanding of diverse perspectives, value systems, and cultural practices embedded within communities. Such comprehensive awareness forms the foundation for developing holistic, contextually relevant, and aligned learning environments (Muhibbullah et al., 2025). Consequently, this paradigm has captured the attention of policymakers and educators worldwide who recognize the critical role

of multicultural education in fostering social cohesion and global citizenship. Within the context of sustainable educational ecosystems exemplified by Green School Bali, multiculturalism is interwoven with sustainability-based education to foster both global sensitivity and ecological responsibility. In this framework, local wisdom serves as a vital pedagogical construct, offering a culturally grounded approach to classroom integration. This synthesis not only enhances students' capacity for intercultural communication but also deepens their ecological consciousness in addressing global environmental challenges (Suryaningsih et al., 2023). Such initiatives are consistent with the imperative of embedding social and cultural values rooted in local wisdom, particularly those related to environmental preservation and sustainable resource management (Widanti, 2022). The philosophical underpinning of this approach aligns closely with *Tri Hita Karana*, a Balinese concept that emphasizes harmony and balance among the spiritual, social, and environmental dimensions of life.

A case study of Green School Bali illustrates how educational paradigms grounded in sustainability and cultural diversity are translated into progressive learning practices. The institution exemplifies how multicultural-oriented education can produce learners who are not only academically competent but also socially responsible global citizens. This model transcends traditional curricular boundaries by mainstreaming cosmopolitan ideals that emphasize global awareness, empathy, and respect for cultural plurality (Ministry of Religious Affairs, Republic of Indonesia, 2025). As a *Satuan Pendidikan Kerjasama* (SPK) institution, Green School Bali embraces diversity as an integral part of its identity, currently hosting students from over forty countries, making it a microcosm of multiculturalism in both cultural and socio-emotional dimensions. The present study aims to examine how integrating multicultural education contributes to achieving the Sustainable Development Goals (SDGs), particularly in ensuring inclusive and equitable quality education. It focuses on how educational institutions internalize the values of diversity, openness, and sustainability within their pedagogical systems and institutional cultures (Marlinda et al., 2025). At Green School Bali, this integration is actualized not only through philosophical and social commitments but also through teachers' creative development of materials, pedagogical approaches, and instructional strategies that stimulate intercultural dialogue and ecological awareness (Faradis & Luqman, 2022). These principles are reflected in the curriculum and co-curricular programs, which are intentionally aligned with multicultural and sustainability-oriented concepts.

Implementing multicultural education in such a setting requires a curriculum that is not only adaptive but also explicitly focused on early character formation. This aligns with the view that multicultural education must be systematically and holistically designed, anchored in cultural richness and national values, to create inclusive learning experiences that honor diversity (Atmaja, 2024). Accordingly, the pedagogical practices at Green School Bali extend beyond acknowledging students' diverse backgrounds; they foster ecological intelligence through experiential learning rooted in local contexts while maintaining global relevance (Winandar et al., 2023). The central focus of this research is to analyze how the harmony of values within a sustainable ecosystem is operationalized in the Green School environment. The school's culture and curriculum, deeply informed by local wisdom, serve as a platform for integrating multiculturalism and sustainability (Lestari et al., 2023; Widanti, 2022). Moreover, this study investigates how curriculum adaptation incorporates multicultural perspectives into core subjects, enabling students to develop a more comprehensive understanding of global issues (Istianah et al., 2024). These efforts aim

to ensure that educational outcomes extend beyond academic achievement, cultivating learners who embody humanistic, pluralistic, and democratic values (Panuntun & Aziz, 2023). Therefore, this study seeks to explore in depth how the harmony of values manifests through the integrative implementation of multicultural education within the sustainable learning ecosystem of Green School Bali.

METHODS

The present study adopts a qualitative methodological orientation, complemented by hermeneutic inquiry and an extensive review of existing literature, to investigate the processes through which multicultural education is embedded and enacted within the pedagogical system of Green School Bali. Utilizing a descriptive case study design, the research endeavors to capture a comprehensive picture of how multicultural values intersect with sustainability-oriented education in practice. Data were obtained primarily from relevant academic sources addressing multicultural and sustainable learning, particularly within the framework of Indonesian local wisdom, thereby enabling an integrative understanding that is both contextual and theoretically grounded. In addition to literature-based data, the analysis incorporated institutional documents, including curricular blueprints, program outlines, and pedagogical plans from Green School Bali. These materials were examined to identify the points of convergence between multicultural and sustainability-driven educational paradigms. The resulting data were then systematically categorized, interpreted, and analyzed in alignment with the study's core objectives and conceptual framework.

The descriptive qualitative paradigm afforded flexibility for in-depth exploration of the educational setting, emphasizing the interpretation of lived experiences rather than enumerating observable practices. This approach enabled the researcher to discern the meanings constructed by teachers, learners, and other stakeholders through their participation in everyday school life (Ramadhani et al., 2020; Widanti, 2022). Ten years of scholarly publications were also reviewed to delineate theoretical trajectories and to identify empirical models of multicultural education relevant to the study. These theoretical insights were subsequently synthesized and contextualized in relation to the unique pedagogical and cultural characteristics of Green School Bali. The use of hermeneutic analysis in this research was particularly significant, as it facilitated the interpretation of educational phenomena within their cultural and philosophical dimensions. Through this analytical lens, the study aimed to uncover how local wisdom—deeply embedded in Balinese cultural traditions—functions as a living source of pedagogical values that shape learners' character and identity (Hadi et al., 2021). Consequently, the investigation extends beyond the examination of formal curricular content to consider how principles of diversity and sustainability are internalized and expressed through classroom interactions, community engagement, and school-wide experiences.

In essence, this qualitative approach allowed the research to capture the subtle interplay between educational philosophy, cultural practice, and ecological awareness within Green School Bali's learning ecosystem. By foregrounding interpretation over measurement, the study seeks to provide a nuanced understanding of how multicultural education, when integrated with sustainability principles, can evolve into a transformative model of character formation and global citizenship.

FINDINGS

Integration of Values within a Contextual Curriculum

The findings of this study reveal that Green School Bali integrates multicultural education through a contextual and holistic curriculum framework. Rather than treating cultural diversity as a discrete subject, the school positions it as a philosophical foundation that informs and guides all dimensions of the teaching–learning process. This integration is manifested through cross-cultural projects, reflective dialogue sessions, intergroup collaborations, and experiential learning practices that capitalize on students' diverse cultural and national backgrounds from across the globe. Such an approach aligns with Banks' (2023) assertion that an effective multicultural curriculum requires a transformation in the structure of knowledge itself rather than merely the inclusion of multicultural content. At Green School Bali, teachers play a facilitative role by fostering intercultural understanding through nature exploration, environmental projects, and open discussions about identity, culture, and social values. Field observations further indicate that the school's pedagogical design reflects the principles of social constructivism, with intercultural interaction as an essential component of meaningful learning experiences. These findings corroborate the views of Nieto and Bode (2022), who contend that learning environments grounded in cultural diversity enhance students' sensitivity to social justice, empathy, and tolerance. In Green School Bali, such integration ensures that learning becomes not only intellectually stimulating but also socially transformative, fostering global-mindedness and ecological awareness simultaneously.

The essential components of Green School Bali's multicultural curriculum can be summarized as follows:

1. **Mission** Statement of Green School Bali: *We educate through community-integrated, entrepreneurial learning in a wall-less, natural environment. Our holistic, student-guided approach inspires and empowers us to be green leaders.*
2. **REAL Learning Principles**
The Green School curriculum is guided by the *REAL* framework, which encapsulates its core educational philosophy:
 - **R** – Relationship-Centered and Holistic: Learning prioritizes meaningful relationships and holistic development encompassing intellectual, emotional, social, and ecological dimensions.
 - **E** – Experiential and Evolving: Education is rooted in direct, hands-on experiences that evolve continuously as learners grow and deepen their contextual understanding.
 - **A** – Authentic and Interconnected: Learning encourages originality of thought, genuine engagement, and interconnection between disciplines, ideas, and communities.
 - **L** – Local to Global: Learning begins with local contexts drawing from the immediate environment and community and gradually expands to global perspectives, fostering a sense of planetary responsibility.



Picture 1. The *REAL* Learning Principal of Green School Bali

Through these guiding principles, Green School Bali demonstrates that curriculum design grounded in multicultural and sustainability values can

simultaneously nurture empathy, critical awareness, and ecological intelligence. The *REAL* model reflects an educational vision that links personal growth with global responsibility, preparing learners to act as ethical citizens capable of addressing the intertwined challenges of culture, environment, and humanity.

3. The moral values: IRESPECT

The moral framework at **Green School Bali** is encapsulated in the acronym **IRESPPECT**, which represents the school's core ethical values that inform both pedagogical practices and community life. These principles are designed to cultivate personal integrity, social responsibility, and ecological consciousness among learners. The IRESPECT framework comprises the following dimensions:

I – Integrity: Upholding honesty, consistency, and ethical behavior in all actions and decisions.

R – Responsibility: Encouraging accountability toward oneself, others, and the environment.

E – Empathy: Fostering sensitivity and compassion in interpersonal and intercultural interactions.

S – Sustainability: Promoting long-term ecological awareness and responsible stewardship of natural resources.

P – Peace: Cultivating inner harmony and the ability to resolve conflicts through understanding and dialogue.

E – Equity: Affirming fairness, inclusion, and equal respect for all individuals regardless of background.

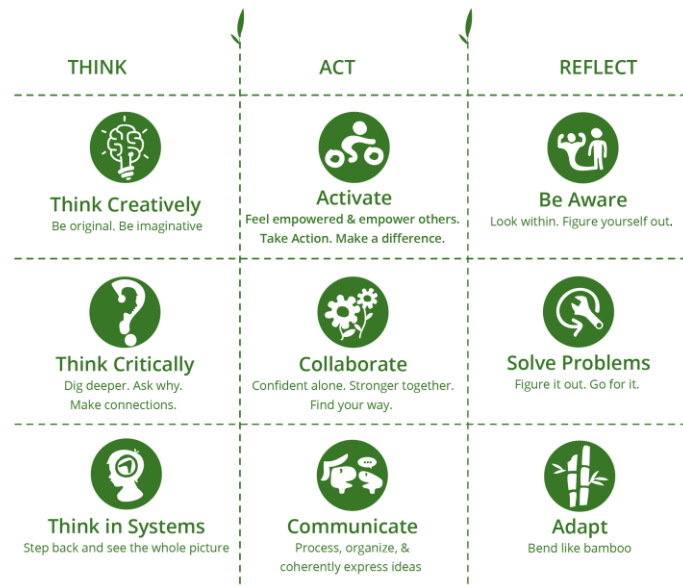
C – Community: Building a sense of belonging and cooperation within the school and beyond.

T – Trust: Establishing confidence and respect as the foundation for collaborative learning and social cohesion.

Collectively, these values serve as an ethical compass, guiding students' moral development and behavior and aligning personal growth with the school's commitment to cultural inclusivity and global citizenship.

4. Green School Skills

Each teacher designs classroom learning activities that integrate a range of skills tailored to the specific context and nature of the class. This integration is structured through a Course Planner system, in which these skills are systematically aligned with the learning objectives, as illustrated in the picture below.



Picture 2. The Green School Skills

Integration of Skills within the Green School Learning Framework

Each learning experience at Green School Bali is intentionally designed to embed skill development within the broader learning objectives, ensuring that competencies evolve organically through authentic and context-based activities. Teachers integrate multiple skill domains into daily classroom practices through a structured system known as the Course Planner. This framework allows educators to map and align essential skills such as critical thinking, collaboration, creativity, ecological literacy, and intercultural communication with the intended learning outcomes of each unit or project. In this way, skills are not treated as isolated competencies but as interconnected dimensions of holistic learning, supporting both cognitive and character formation. As illustrated in picture 2, the Course Planner functions as a pedagogical blueprint that operationalizes the IRESPECT values through experiential, inquiry-driven, and interdisciplinary learning processes. It reflects Green School Bali's overarching vision of education as a means of nurturing ethical awareness, practical competence, and global responsibility within a sustainable and inclusive learning ecosystem.

The Sustainable Learning Ecosystem as a Medium for Multicultural Practice

The study reveals that Green School Bali has developed a pedagogical ecosystem in which multiculturalism and environmental sustainability function as interdependent principles rather than parallel agendas. This integration enables learners to recognize the dynamic interconnections among human behavior, cultural systems, and the natural environment. Such an approach resonates with ecopedagogical theory, initially advanced by Freire and later expanded by Misiaszek (2021), which emphasizes that sustainability-oriented education must nurture critical consciousness of socio-ecological relationships rather than merely ecological awareness in isolation. At Green School Bali, sustainability and multiculturalism are operationalized through curricular design, experiential projects, and community-based initiatives that reflect both global and local concerns. The school's sustainability mission is embedded in daily practice—ranging from classroom learning to student-led environmental action, creating a living culture of ecological responsibility and cultural appreciation.

Field observations highlight a range of eco-cultural activities, including the management of organic gardens, renewable energy initiatives such as solar panels and water vortex projects, and community outreach programs involving local villages. These serve as sites of cultural dialogue, where international and Indonesian students collaborate and exchange perspectives with the surrounding community. Learning thus transcends conventional boundaries and becomes a reciprocal process of intercultural engagement. Many of these practices are deeply rooted in the Balinese philosophical framework of Tri Hita Karana, which underscores harmony between the spiritual (*Parahyangan*), social (*Pawongan*), and environmental (*Palemahan*) dimensions of life. Rituals such as *Mepinton* (held at the start of each academic year), the celebration of *Saraswati Day*, and *melukat* purification ceremonies exemplify *Parahyangan*, reinforcing spirituality as part of students' moral formation.

Meanwhile, *Pawongan* is reflected in the school's social-emotional learning programs, *Being Human*, *Mindfulness*, and yoga sessions, which cultivate empathy, compassion, and emotional intelligence among students, teachers, and staff. The *Palemahan* principle, emphasizing human–nature interdependence, is integrated across subjects through Environmental Studies and Green Studies, where students engage in observation, inquiry, and project-based research on ecological issues in their immediate surroundings. This holistic approach affirms Gorski's (2020) argument that multicultural education achieves meaningful relevance only when embedded in social and environmental realities rather than confined to symbolic cultural celebration. At Green School Bali, multicultural education becomes a transformative praxis that simultaneously cultivates ecological ethics, social justice, and global citizenship.

DISCUSSION

Teachers as Cultural Mediators

The research further underscores that teachers play a pivotal role as mediators of culture and facilitators of intercultural learning within the Green School Bali environment. Their roles extend far beyond instruction; teachers actively bridge differences in worldview, values, and communicative norms among students from diverse cultural backgrounds. This mediating function requires pedagogical sensitivity, intercultural competence, and global-mindedness, aligning with Deardorff's (2020) conceptualization of internationalized education. Teachers at Green School Bali employ an array of participatory and reflective methods, including critical issue discussions, circle-time dialogues, storytelling, collaborative projects, and student-led inquiry to create equitable learning spaces where multiple cultural perspectives can coexist and interact. Such approaches nurture empathy, critical thinking, and cultural humility, enabling students to move beyond stereotypes and engage meaningfully across differences. Given the school's highly diverse student body, representing more than 40 nationalities, teachers must also demonstrate linguistic adaptability and cross-cultural empathy. English serves as the primary medium of communication, yet teachers must navigate variations in accent, discourse style, and cultural interpretation. Consequently, they act simultaneously as language facilitators, cultural interpreters, and reflective practitioners, ensuring that every student feels both understood and represented. This finding aligns with May and Sleeter (2021), who argue that multicultural educators serve as agents of inclusivity, shaping classroom environments that reflect equity and mutual respect. Moreover, the reflective pedagogy observed at Green School Bali supports Abdullah's (2024) notion that teacher reflection is central to fostering tolerance, intercultural empathy, and social consciousness. In this context, teachers become co-constructors of meaning,

enabling students to interpret diversity not as division but as enrichment within a shared global humanity.

The Impact of Integration on Students' Attitudes and Competencies

The integration of multicultural and sustainability principles at Green School Bali demonstrates measurable effects on students' cognitive, affective, and behavioral development. Data indicate significant growth in students' cultural awareness, ecological literacy, and collaborative capacities, suggesting that the school's ecosystem fosters both intellectual and moral maturity. Students exhibit heightened sensitivity to cultural differences, openness to alternative perspectives, and critical engagement with global environmental challenges. Such progress is attributed to constant exposure to diversity and sustainability-oriented discourse, both within and beyond the classroom. The learning environment normalizes intercultural interaction and positions ecological consciousness as a shared moral responsibility. Reports and assessment documents show that these competencies are evaluated holistically, integrating academic achievement with behavioral indicators such as empathy, collaboration, respect, and ecological responsibility. Students and parents alike acknowledge that these values have become habituated practices within daily school life rather than mere academic goals. These findings reinforce the conclusions of Saihu et al. (2022), who assert that multicultural education, when integrated with social praxis, cultivates intercultural ethics and social sensitivity. In the Green School context, such integration produces learners who are globally competent, socially responsible, and environmentally conscious. Overall, the Green School community, teachers, students, and local partners function as a collaborative ecosystem of learning, modeling coexistence, inclusivity, and sustainability. Through this synergy, the school not only enhances academic competence but also fosters moral, emotional, and ecological intelligence, equipping students to contribute meaningfully to a more just and sustainable global society.

CONCLUSION

Based on the findings presented above, it can be concluded that the integration of multicultural education within the sustainable learning ecosystem at Green School Bali has been effectively implemented through several key dimensions:

1. the development of a contextually grounded curriculum that embraces cultural diversity,
2. the creation of a learning environment that interweaves multicultural values with ecological awareness,
3. the pivotal role of teachers as cultural mediators, and
4. the substantial impact of this approach on students' global competence.

The convergence of multicultural and sustainability-oriented educational approaches has successfully fostered an inclusive, socially relevant learning space focused on character formation and the cultivation of critical awareness among learners. This pedagogical model demonstrates that multicultural education extends beyond mere recognition of diversity—it also entails the construction of a learning ecosystem that promotes intercultural collaboration and environmental stewardship. Such an approach aspires to nurture future generations capable of contributing to a more sustainable and equitable global society. Drawing from these insights, several recommendations can be proposed:

1. For Schools: Strengthening teacher training in multicultural pedagogy and ecopedagogy is essential to ensure that instructional practices remain aligned with evolving global dynamics.

2. For Future Researchers: Comparative studies among sustainability-oriented schools are recommended to broaden understanding of the integration of multicultural education across diverse contexts.
3. For Policymakers: These findings may serve as a valuable reference in formulating national curriculum models that are more responsive to cultural diversity and environmental challenges.
4. For Educational Communities: It is crucial to expand collaborative networks among schools, local communities, and international institutions to enrich students' multicultural learning experiences and promote global solidarity.

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