

# River school: an attempt of reproducing community's green lifestyle culture in Kampung Code Yogyakarta, Indonesia

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**Abstract.** River problem still needs much consideration in Indonesia in modern era. Material use and natural resource exploitation increases natural disaster risk as a result of this problem. River managing culture is considered important as an attempt of maintaining river and environment. Community's knowledge capacity affects their lifestyle having impact on their attitude toward environment. This research explores the reproduction of cultural green lifestyle in *Kampung Code* Yogyakarta, Indonesia in Bordieu's cultural reproduction perspective. It used qualitative method with case study approach. Data collected through in-depth interview and participatory observation, then analysed using an interactive model. Result shows that River School plays an important role in transforming knowledge on environment management being public's daily habit. This program involves such activities as river cleaning, water quality monitoring, and 3R concept implementation, strengthening environmental comprehension and responsibility. Adoption of environmental values by young and adult generations results in changing mindset and habit supporting green lifestyle, creating sustainable cultural connectivity in environmental conservation. The River School program and the reproduction of green lifestyles are becoming models of adaptation and resilience to climate change in various regions in Indonesia. In the future, green lifestyle is projected to reduce environmental degradation and contribute to the SDGs.

## 1 Introduction

Environment, as the foundation of healthy sustainable life, affects any aspects of human existence from physical health to emotional welfare. Good ecosystem balance, clean air and water quality, and well-maintained biodiversity are key elements supporting human life sustainability. These factors provide natural resource including food, water, and basic material as human needs. In addition, clean healthy environment contributes to quality of life by providing open space for recreational purpose, reducing disease risk, and supporting mental health. Protecting environment is not only important to the present generations' welfare but also to ensure that next generation can inherit natural conservation that can

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support life. Therefore, knowledge on sustainable natural management is important to community [1].

River, as one of vital objects in environment, plays a crucial role in supporting human ecosystem and life. As the main route for water flow, river provides important water source for domestic, agricultural, and industrial purposes, and becomes habitat for various living organisms such as fish and vegetation. The function of river in Indonesia still tends to give emphasis on irrigation aspect to flow water to the estuary so that natural disasters like flood, landslides etc., can be prevented. The presence of river also supports economic activities such as transportation and tourism, and provides open space for recreational and cultural activity purposes [2].

Rivers in Indonesia still face various serious environmental problems until today. Rivers in Indonesia, such as Citarum, Musi, and Mahakam, are polluted significantly by industrial waste, domestic waste, and pollution resulting from farming activities [3]. Several river also face the threat of damming changing flow pattern and affecting ecosystem. The impact of such condition endangers not only the water ecosystem health but also the quality of water used by the people for daily and agricultural needs, and economic activities, particularly the people living near river area. To face these challenges, an adequate knowledge capacity is required in the term of better water resource management, strict supervision over pollution, habitat restoration and public participation in river conservation [4].

Code river, as one of important rivers in Yogyakarta Indonesia, is an example of river vulnerable to this disaster. The river's geographic location crossing people's settlement environment generates interaction with the community [5]. With the risks such as water pollution, Code River needs an appropriate strategy to give the people living surrounding sufficient knowledge. To support sustainable comprehension among the people around Code River, inter-generation dynamic socialization attempt should be implemented. Culture and knowledge on how to maintain river and environment can be sent down in various ways. Meanwhile, this successful habituation can be indicated by the community's changing lifestyle in treating environment. Good river management and a green lifestyle can shape the community's disaster mitigation culture. The impacts of climate change such as declining water quality that causes various diseases such as dengue fever can be mitigated by a green lifestyle. Among them are managing household waste properly, sanitation control and utilizing used plastics and cans as plant pots too reduce the potential for stagnant water and mosquito development. This local knowledge is simple but implicative and is a real effort by a village to support the achievement of Sustainable Development 6 and 13, namely Climate Action and Clean Water and Sanitation. One aspect that influences lifestyle reproduction is environmental education. In *Kampung Code*, there is an education program called River School. Therefore, this article is intended to analyse the attempt of reproduction the community's green lifestyle in *Kampung Code* (Code urban village) of Yogyakarta, Indonesia using Pierre Bourdieu's cultural reproduction perspective [6].

## 2 Method

This research used qualitative method with case study approach to explore the cultural reproduction of green lifestyle in Kampung Code, Jetisharjo, Yogyakarta, Indonesia through a program called river school. The River School program implemented in Kampung Code can be a model for socialization and environmental education in various regions in Indonesia. The conception of education oriented towards acculturating a green lifestyle is more effective because it is not only temporarily successful but has become part of the community to determine decisions in responding to the environment. Techniques of collecting data used were in-depth interview with villagers and participatory observation on various aspects of green lifestyle such as water control, waste management, and healthy and clean living

behaviour. Participatory observation was carried out to observe directly the green life practices implemented daily. Data obtained were then verified using source triangulation. Data were then analysed using an interactive model of analysis [7].

### 3 Result and Discussion

Cultural reproduction of community's green lifestyle in Kampung Code Yogyakarta, Indonesia is carried out through adapting habit as the result of value adoption through the process of transforming the knowledge on environmental management. The attempt of transforming knowledge is taken, among others, through River School program. This program is the one initiated by Project Child Indonesia, an NGO operating in the field related to the improvement of children's knowledge in the term of river and environment management [8]. River School is an educational program designed to improve awareness and participation of community, particularly children, in river conservation and management. This program focuses on environmental education aiming mainly to teach the importance of maintaining the quality of river and water ecosystem to the students. Through curriculum covering such topics as waste management, River School provides in-depth knowledge that community's action highly affects environmental conservation. Children and community members participate in such activities as river cleaning, water quality monitoring, and tree planting along the river bank. These activities not only strengthen the participants' comprehension on the importance of environmental conservation, but also give them beneficial practical skill. These activities also functions to build the senses of responsibility and belonging to environment, that can motivate them to keep participating in long-term conservation attempt.

River School contribution to the attempt of conserving Code River through integrating educational and environmental aspects into daily life and encouraging the community's active participation in facing environmental challenges faced by the river. Through educational and active participation approaches, River School helps create a generation more aware of and responsible for environment. This initiative functions not only as a means of conserving the river ecosystem, but also as a means of building community's awareness and participation in maintaining the sustainability of their environment [6]. Through supporting and developing such program as River School continuously, we can improve environmental consciousness and strengthen conservation attempt in all communities [9].

Community's comprehension on the attempt of managing river and environment has been a culture and new life habit called green lifestyle. In life sustainability, the community prioritizes environmental sustainability and conservation in daily activities. Practically, it is manifested into the orientation to use environment-friendly materials such as reusable bag as the part of habit of disposing waste in its place, reducing the consumption of materials that cannot be recycled, planting green vegetation in river and house areas (green gardening), applying the concept of reuse, reduce, and recycle (3R) starting with the smallest social institution, family [10,11]. Children as the students of river school are accustomed with doing the activities of managing waste, reducing tools that cannot be recycled, and creating some products from used products as the implementation of 3R concept. Although the river school prioritizes children more, in this case it highly affects the creation of green lifestyle in the community. The awareness among adult generation community has been supported by educational background and easy access to information on environmental management in collaboration with the awareness of young generation through strengthening educational capacity and knowledge in river and environment management [12].

The implementation of green lifestyle involves the community's mindset and habit reflecting the awareness of environmental issues. Inter-generation awareness creates connectivity of river management culture well and thereby supports sustainability. Culture

and social values, according to Bourdieu, are transmitted from one generation to the next and thereby ensure the continuity of social and cultural structures. Social institutions like family, school, and media plays an important role in the attempt of socializing and strengthening cultural and social norms, through daily interaction in the implementation of community's green lifestyle. The green lifestyle that has been formed through various socialization efforts including river school education has formed a critical culture towards the reuse of items that are difficult to decompose. This is an effort that supports the achievement of SDGs 6 and 13. On the other hand, innovation and development must continue. One of them is the use of solar panels as a substitute for the main energy for electricity generation in the village can be one of the recommendations. Young people who pursue education outside the village can contribute to the development of an environmental curriculum. Internalization of renewable energy innovation in a simple way needs to be done as a critical part of a river school development so that it is able to answer dynamic environmental problems in every era [6].

## 4 Conclusion

The cultural reproduction of green lifestyle in Kampung Code Yogyakarta, Indonesia is carried out through adapting habit resulting from the adoption of environmental values taught in River School program. Education of river and environment management is implemented through active participation of community, including adult and young generations in conservation activities like river cleaning, water quality monitoring, waste management, and 3R concept implementation. Through practical activities, River School not only improves the participants' comprehension and skill related to environment management, but also builds sense of responsible for the sustainability of environment. The output of attempt is environment-friendly lifestyle or green lifestyle growing in the community, in which the awareness of environmental issues become an integral part of daily life, reflecting the process of transmitting cultural and social value continuously in which culture has been reproduced. This change of mindset and habit involves collaboration between young and adult generations, creates cultural connectivity supporting environment sustainability and conservation. The awareness of environmental and educational stakeholders in Indonesia greatly influences the direction of the curriculum. However, environmental education is still important because environmental problems are dynamic and can be found in different forms at any time, demanding continuity and novelty. River school in Code Village needs to continue to develop, one of which is by increasing the involvement of young people who have studied outside the village. Renewable energy innovations, although simple, are able to foster critical thinking in responding to a dynamic environment as part of a green lifestyle. This inspiration can be a model for various regions in Indonesia and the world, especially areas around rivers.

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