



Integrating Green Economy into Primary Education: A Literature Review

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Abstract: The increasing complexity of global environmental challenges requires a fundamental shift in both educational and economic systems toward sustainability. One of the emerging approaches is the integration of the green economy into primary education, which aims to develop environmentally responsible behavior, ecological awareness, and sustainability-oriented skills from an early age. This study aims to analyze and synthesize existing literature related to the integration of the green economy in primary education, focusing on its concepts, implementation strategies, challenges, and opportunities. The research employs a qualitative literature review method by collecting and analyzing relevant scholarly articles from academic databases such as Google Scholar, Scopus, and ERIC. The selected literature was filtered based on relevance to environmental education, sustainable education, and primary school learning within a defined publication period. The data were analyzed using thematic analysis to identify key patterns and themes across the studies. The findings reveal that the integration of the green economy in primary education is primarily implemented through green education and green school approaches, contextual learning, project-based learning, and school-based environmental programs. Schools play a central role in internalizing environmental values and shaping students' ecological character. However, the implementation still faces challenges such as limited teacher understanding, inadequate resources, and insufficient institutional support. Despite these challenges, significant opportunities exist through flexible curriculum policies and multi-stakeholder collaboration involving schools, government, and the private sector. Overall, the integration of the green economy in primary education is essential for preparing a generation that is not only academically competent but also environmentally conscious and capable of contributing to sustainable development.

Keywords: green economy, primary education, environmental education, sustainability, literature review

INTRODUCTION

The integration of environmental sustainability into various aspects of life has become an increasingly important global issue in response to climate change, environmental degradation, pollution, and the uncontrolled exploitation of natural resources. These conditions have encouraged the development of the green economy concept as a development approach that emphasizes the balance between economic growth, environmental preservation, and social well-being. The green economy is understood as a development system oriented toward resource efficiency, carbon emission reduction, the use of environmentally friendly energy, and

the sustainable utilization of natural resources. In the context of sustainable development, education plays a strategic role in shaping public awareness, mindset, and behavior so that individuals become more environmentally conscious and able to apply sustainability principles in everyday life.

Primary education is one of the most important educational levels in building environmental character and awareness from an early age (Ruja, 2022). At this stage, learners begin to form values, attitudes, and habits that will influence their future behavior (Marsela et al., 2024). The integration of green economy concepts in primary education can be implemented through environmental-based learning, strengthening environmental literacy, waste management practices, energy-saving habits, and project-based activities that support sustainability (Afriana & Rokhimawan, 2022). This approach aligns with constructivist theory, which emphasizes that knowledge is constructed through experience and direct interaction with the environment (Arfani, 2016). In addition, ecopedagogy theory explains that education must foster students' critical awareness of the relationship between humans and the environment, leading to responsible environmental behavior (Fifiyanti & Damanik, 2021). Thus, primary education does not only function as a means of knowledge transfer but also as a medium for developing environmental character (Azizah & Muhfiatun, 2018).

Various previous studies have extensively discussed the relationship between education and environmental sustainability issues (Melati et al., 2024). Several studies indicate that environmental education at the primary school level has a positive impact on improving students' knowledge, attitudes, and environmentally friendly behaviors (Sugiyarti et al., 2018). Learning activities that integrate environmental issues such as waste management, energy conservation, and natural resource preservation have been proven to enhance students' ecological awareness from an early age (Novanti, 2023). This demonstrates that primary schools play a strategic role in establishing the foundation of sustainable behavior.

Other studies have highlighted the effectiveness of project-based learning in improving students' understanding of environmental issues (Rahmattullah & Sariakin, 2022). Through activities such as recycling projects, school gardening, and environmental cleanliness programs, students not only understand theoretical concepts but also engage directly in real-life practices (Marsela et al., 2024). In addition, several studies show that contextual learning approaches that connect subject matter with surrounding environmental conditions can strengthen students' environmental literacy and increase active engagement in learning processes (Nurhabibah et al., 2025).

In the context of education policy, previous research has also examined the implementation of environmentally oriented school programs and character education initiatives (Darmayanti et al., 2024). Programs such as green schools and environmental-based activities in primary schools have been shown to foster a school culture that is environmentally conscious (Chrisnanto et al., 2025). Furthermore, the implementation of project-based curricula provides opportunities for teachers to integrate sustainability values into various subjects such as science, social studies, and civic education (Yudha & Aulia, 2023).

However, most of these studies still focus on environmental education in general and do not specifically examine its relationship with the green economy (Maulidina et al., 2024). These studies tend to emphasize environmentally friendly behaviors and practical school activities without linking them to the broader framework of the green economy, which includes resource efficiency, low-carbon development, and socio-economic sustainability (Dzaky Satria et al., 2025). Moreover, research specifically addressing the integration of the green economy into the primary education curriculum remains very limited, particularly in the form of comprehensive literature reviews.

Studies on the integration of the green economy in primary education are still relatively scarce, especially those that systematically examine research trends, theoretical concepts, implementation strategies, challenges, and future opportunities. Some studies also report

inconsistent findings regarding the effectiveness of environmental-based education in primary schools, largely influenced by teacher readiness, availability of resources, and institutional support (Boling et al., 2024). These conditions indicate a research gap that needs further investigation to gain a more systematic understanding of the integration of the green economy in primary education.

Based on these conditions, this literature review article aims to analyze and synthesize previous studies related to the integration of the green economy in primary education. The study focuses on identifying supporting concepts and theories, implementation practices in primary school learning, challenges faced, and future development opportunities. The findings are expected to contribute to the development of educational policies, learning innovation, and the strengthening of sustainable education practices at the primary school level.

METHOD

The method used in this article is a literature review, which is a research approach aimed at identifying, evaluating, and synthesizing previous studies relevant to the integration of the green economy in primary education (Choiri, 2019). This literature review is conducted to obtain a comprehensive understanding of the concepts, forms of implementation, challenges, and opportunities for developing green economy-based education at the primary school level.

Data collection was carried out through the search of scientific articles obtained from various academic databases, such as Google Scholar, Scopus, and ERIC, focusing on publications relevant to environmental education, sustainable education, green economy, and primary school learning. The keywords used in the search included “green economy,” “primary education,” “environmental education,” “sustainable education,” and “environmental literacy.” The selected articles were limited to publications within a specific timeframe (e.g., the last 10 years) to ensure the novelty and relevance of the data.

The article selection process was conducted in several stages, namely identification, screening, and eligibility. In the identification stage, articles were collected based on the predefined keywords. In the screening stage, irrelevant articles were excluded, such as studies that did not focus on primary education or were not related to sustainability concepts. The final stage was eligibility determination, where articles with significant contributions to the discussion of green economy integration in primary education were selected (Safrudin et al., 2023).

The collected data were then analyzed using thematic analysis, in which the findings were grouped into several main themes, such as the concept of the green economy in education, implementation strategies in primary schools, the role of teachers in environmental-based learning, as well as challenges and opportunities in implementation. The results of this analysis were then synthesized to obtain comprehensive conclusions regarding research trends and future development directions.

Through this literature review approach, the study is expected to provide a systematic and in-depth overview of the integration of the green economy in primary education, and serve as a basis for further research development and more sustainable educational policy recommendations.

Table 1. Articles Reviewed in the Literature Review Study

| No | Author (Year) | Research Focus | Method | Main Findings | Relevance to Green Economy & Primary Education |
|----|---------------|--|-------------|--|---|
| 1 | Ruja (2022) | Primary education and environmental character building | Qualitative | Primary education plays a role in building environmental awareness from an early age | Emphasizes primary education as a foundation for green behavior |

| No | Author (Year) | Research Focus | Method | Main Findings | Relevance to Green Economy & Primary Education |
|----|--------------------------------|--|--------------------|---|--|
| 2 | Marsela et al. (2024) | Environmental education in primary school students | Literature study | Environmental education improves students' attitudes and eco-friendly behavior | Supports integration of green education in primary learning |
| 3 | Afriana & Rokhimawan (2022) | Environment-based learning | Qualitative | Environmental integration can be done through contextual and project-based learning | Strategy for implementing green economy in classroom practice |
| 4 | Arfani (2016) | Constructivism theory in learning | Theoretical review | Knowledge is constructed through direct experience | Theoretical basis for experiential learning in green education |
| 5 | Fifiyanti & Damanik (2021) | Ecopedagogy in education | Qualitative | Education should build critical environmental awareness | Supports ecopedagogy-based green education |
| 6 | Sugiyarti et al. (2018) | Environmental education in primary schools | Quantitative | Environmental education improves students' knowledge and attitudes | Empirical evidence of environmental education effectiveness |
| 7 | Novanti (2023) | Students' environmental literacy | Qualitative | Environmental activities improve ecological literacy | Relevant to green economy awareness |
| 8 | Rahmattullah & Sariakin (2022) | Project-Based Learning in environmental education | Experimental | PBL improves students' understanding of environmental issues | Implementation method for green education |
| 9 | Nurhabibah et al. (2025) | Contextual environmental learning | Qualitative | Environmental context increases student engagement | Strengthens green learning implementation |
| 10 | Darmayanti et al. (2024) | Eco-oriented school programs | Case study | Green school programs build environmental care culture | Model for green school implementation |
| 11 | Chrisnanto et al. (2025) | Eco-friendly school culture | Qualitative | School culture supports sustainable behavior | Green school system implementation |
| 12 | Yudha & Aulia (2023) | Project-based curriculum | Qualitative | P5 supports integration of sustainability values | Policy support for green education |
| 13 | Maulidina et al. (2024) | Environmental education in primary schools | Literature review | Focuses on environmental education, not yet green economy | Identifies research gap |
| 14 | Dzaky Satria et al. (2025) | Green economy in education | Conceptual study | Green economy is not yet systematically integrated | Confirms integration gap |
| 15 | Boling et al. (2024) | Implementation of environmental education | Mixed methods | Teacher readiness and facilities affect success | Implementation barriers of green education |

Source: research data from 2016–2025

RESULT AND DISCUSSION

RESULTS

The literature review indicates that the integration of the green economy in primary education is an increasingly relevant approach to addressing environmental challenges and supporting sustainable development needs. Various studies emphasize that the growing

complexity of environmental issues requires a paradigm shift in both education and economic systems, moving from a profit-oriented approach toward a balanced integration of economic, environmental, and social dimensions. In the educational context, the concept of the green economy can be integrated through *green education* and *green school* approaches, which emphasize the development of environmental care character, ecological literacy, and sustainable behaviors among students from an early age.

The findings also show that schools play a strategic role in internalizing environmental values through their function as agents of social control and character building institutions. Environment-based education can be implemented through three main approaches, namely *for environment*, *in environment*, and *about environment*. These approaches enable students not only to understand environmental concepts theoretically but also to experience direct learning in real environmental contexts. In addition, the integration of the green economy in primary education strengthens the orientation of 21st-century education, which focuses not only on knowledge acquisition but also on the development of *green entrepreneurship* skills based on sustainability principles.

The results further reveal that the integration of the green economy in learning can be implemented through various strategies, such as integration across all subjects, extracurricular activities, self-development programs, teaching materials, school culture, and local content. Practical implementation in schools includes habituation of environmentally friendly behaviors, implementation of environmentally based curricula, student participatory activities, and sustainable school facility management. One effective implementation is through school cooperatives based on the green economy, where students learn economic concepts while simultaneously understanding their environmental impacts through direct experience.

Student involvement in sustainability-based activities has been shown to improve environmental awareness, foster eco-friendly attitudes, and develop responsible decision-making skills. This aligns with the principles of sustainable education, which emphasize the importance of instilling ecological values from an early age. Thus, schools function not only as places for knowledge transfer but also as environments for character building and the development of sustainable behaviors.

The success of green economy integration in primary education largely depends on collaboration among various stakeholders, including the government as policy makers, schools as implementers, and the business sector as supporting partners. Continuous synergy among these three components is essential to achieving an education system that not only fosters academic achievement but also develops environmentally responsible individuals capable of contributing to the green economy in the future.

Table 2. Synthesis of Literature Review Findings on Green Economy Integration in Primary Education

| No | Thematic Area | Literature Sources | Main Findings | Implications for Primary Education |
|----|--|---|---|---|
| 1 | Green Economy Concept in Education | Maulidina et al. (2024); Dzaky Satria et al. (2025) | The green economy is still rarely explicitly integrated into primary education | Need to strengthen green economy concepts in the primary curriculum |
| 2 | Environmental Education in Primary Schools | Sugiyarti et al. (2018); Novanti (2023) | Environmental education improves students' knowledge and eco-friendly behavior | Foundation for developing green economy education |
| 3 | Green Education Student Character | & Ruja (2022); Marsela et al. (2024) | Primary education effectively builds environmental care character from an early age | Green economy can be embedded through character education |

| No | Thematic Area | Literature Sources | Main Findings | Implications for Primary Education |
|----|--|---|--|--|
| 4 | Environment-Based Learning Models | Afriana & Rokhimawan (2022); Rahmattullah & Sariakin (2022) | PBL and contextual learning improve understanding of environmental issues | Strategy for implementing green economy integration |
| 5 | Supporting Theories (Constructivism & Ecopedagogy) | Arfani (2016); Fifiyanti & Damanik (2021) | Knowledge is constructed through experience and critical environmental awareness | Theoretical foundation for green economy integration in learning |
| 6 | School Implementation (Green School) | Darmayanti et al. (2024); Chrisnanto et al. (2025) | Green school programs foster a culture of environmental care | Schools as the center of green economy implementation |
| 7 | Curriculum and Education Policy | Yudha & Aulia (2023) | Merdeka Curriculum supports integration of sustainability values | Supports green economy integration in primary education |
| 8 | Integration Strategies in Schools | Afriana & Rokhimawan (2022); Nurhabibah et al. (2025) | Integration can be done through subjects, school culture, and projects | Multi-approach implementation model |
| 9 | School Cooperatives & Green Economy | Conceptual literature | School cooperatives can serve as a medium for green learning | Practical economic learning based on environmental principles |
| 10 | Implementation Challenges | Boling et al. (2024); Maulidina et al. (2024) | Limited teacher competence, resources, and understanding of green economy | Main barriers to implementation in primary schools |
| 11 | Stakeholder Collaboration | Literature synthesis | Success depends on government, schools, and business sector collaboration | Need for multi-stakeholder synergy |
| 12 | Impact on Students | Sugiyarti et al. (2018); Marsela et al. (2024) | Improves environmental awareness, attitudes, and behaviors | Forms a generation with green economy character |

Source: research data from 2016–2025

DISCUSSION

The findings of the literature review indicate that the integration of the green economy in primary education is a response to the increasing complexity of global environmental problems, which requires a fundamental shift in educational paradigms (Santoso & Raharjo, 2022). Traditionally, primary education has primarily focused on strengthening cognitive aspects, while issues of environmental sustainability have not yet been systematically integrated within the framework of the green economy (Nurhabibah et al., 2025). These findings suggest that the green economy is still partially understood in educational contexts, as it is more often associated with environmental education rather than being recognized as a comprehensive sustainable economic concept (Boling et al., 2024). This condition highlights the need to broaden the understanding that primary education should not only build ecological awareness but also instill principles of resource efficiency, social responsibility, and economic sustainability from an early age (Gutama, 2023).

From the synthesis of the literature, schools are proven to play a highly strategic role in implementing green economy integration. Schools function not only as institutions for knowledge transfer but also as agents of character and culture formation (Arifin, 2020). The implementation of the green school concept demonstrates that environmental values can be internalized through school culture, the habituation of environmentally friendly behavior, and contextual learning (Hidayat, 2020). The approaches of *for environment*, *in environment*, and *about environment* reinforce that environmental learning must be holistic, not only theoretical

but also based on direct experience (Hanifah, 2011). This is consistent with constructivist theory, which emphasizes that knowledge is constructed through experience, as well as ecopedagogy, which promotes critical awareness of the relationship between humans and the environment (Ali Putri et al., 2023).

The integration of the green economy in primary education is also closely related to the development of 21st-century skills, particularly *green entrepreneurship* (Salsabilla et al., 2022). Education is no longer solely oriented toward conceptual mastery but also toward the development of critical thinking skills, creativity, collaboration, and responsible decision-making related to environmental issues (Lestari & Rahayu, 2020). In this regard, project-based learning, contextual learning, and school cooperative activities based on environmental principles serve as effective media for connecting economic concepts with sustainability practices (Rini, 2025). Students not only understand economic theories but also directly observe the environmental impacts of economic activities, thereby fostering stronger ecological awareness (Rahayu & Wigna, 2016).

However, the implementation of green economy integration in primary education still faces several challenges. The literature shows that limited teacher understanding of the green economy concept is one of the main barriers to effective integration in learning processes (Retnasari et al., 2023). In addition, limited learning resources, insufficient training, and suboptimal policy support and school facilities also affect implementation success (Gutama, 2023). This indicates that the transformation toward a green economy-based education system does not depend solely on the curriculum, but also on the readiness of the entire educational ecosystem (Ridho & Tumin, 2022).

Opportunities for developing green economy integration in primary education are considerable, particularly with the presence of education policies that provide flexibility, such as the *Merdeka Curriculum* and the strengthening of the *Project for Strengthening Pancasila Student Profile (P5)* (Tyaputri & Utami, 2023). These policies allow schools to develop project-based learning that is relevant to local environmental issues (Sulistianti et al., 2024). Furthermore, collaboration among the government, schools, and the business sector plays a crucial role in strengthening the implementation of the green economy in primary schools (Zulfikar & Nisa, 2023). Such synergy can support resource provision, teacher capacity building, and the development of sustainable learning programs (Handoko et al., 2024).

Overall, this discussion shows that the integration of the green economy in primary education is not merely an educational innovation but a strategic necessity for shaping a generation that is not only academically competent but also environmentally conscious and capable of contributing to sustainable development. Therefore, strengthening policies, improving teacher competencies, and developing more practical learning models are essential to ensure the optimal implementation of green economy integration at the primary education level.

CONCLUSION

Based on the findings of the literature review, it can be concluded that the integration of the green economy in primary education is an important and relevant approach to addressing global challenges related to environmental degradation, climate change, and the need for sustainable development. The concept of the green economy in an educational context is not only focused on economic aspects but also encompasses the development of environmental awareness, resource efficiency, and the cultivation of sustainability values from an early age through the learning process in primary schools.

The findings indicate that the integration of the green economy can be implemented through various strategies, such as strengthening environment-based learning, implementing the green school concept, contextual learning, project-based learning, and school activities that promote environmentally friendly behavior. In addition, approaches such as *for environment*,

in environment, and *about environment* have proven effective in creating more meaningful learning experiences for students. Schools also play a central role as character-building institutions that can internalize green economy values within school culture and daily learning activities.

However, the implementation of green economy integration in primary education still faces several challenges, including limited teacher understanding, lack of learning resources, and suboptimal policy support and educational facilities. Nevertheless, there are significant opportunities for development through education policies that support project-based learning and collaboration between the government, schools, and the private sector.

It can be concluded that the integration of the green economy in primary education has great potential in shaping a generation that is not only academically competent but also environmentally aware, socially responsible, and capable of contributing to sustainable development. Therefore, stronger implementation is needed through curriculum development, improvement of teacher competencies, and sustainable policy support to ensure that this concept can be effectively applied in primary education settings.

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