

SCRUTINIZING KEY ELEMENTS OF GREEN LITERATURE ON THE CHILDREN'S BOOK *TATA KATA: KUMPULAN CERITA ANAK* COMPOSED BY YOUNG WRITERS OF THE TIN ISLAND

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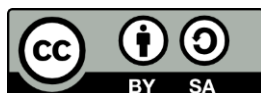
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ARTICLE INFO	ABSTRACT
Received: 1-06-2024 Revised: 02-08-2024 Accepted: 20-08-2024 Published: 22-08-2024 Volume: 8 Issue: 2 DOI: https://doi.org/10.33019/lire.v6i2.348	Bangka is well-known as the Tin Island. Tin mining in Bangka, both on land and at sea, actually causes environmental damage. This has been a serious issue for a long time, impacting Bangkanese lives from children to adults. Meanwhile, literary works frequently mirror and are shaped by the surrounding environment in which they are produced. That is why the purpose of highlighting the topic is to explore the elements of green literature organized in the children's book <i>Tata Kata: Kumpulan Cerita Anak</i> , written by several young Bangka writers. Published in 2020, it consists of ten short stories for children at age 10–12, and one of the provided themes is environment. This is crucial because the environmental damage in Bangka is increasingly threatening the survival of mankind. Interestingly, the concept of green literature is present within the object itself. The study employed a descriptive-qualitative method to formulate the answers to the problem. The data were obtained through observation and structured interview with the authors to collect the implied messages. The data analysis technique from Miles and Huberman (2014) played a vital role to process the data set in order to acquire profound information. The findings classified the key elements of green literature in the children's book <i>Tata Kata: Kumpulan Cerita Anak</i> into three categories: (a) environmental citizenship, (b) care ethics, and (c) ecoliteracy. The authors fully support the existence of these elements, as they aim to raise awareness and persuade Bangkanese children to protect and care for the environment in light of the massive emerging damage. Furthermore, the young writers implicitly criticized the nature of Bangka, which is currently endangered. It means that Bangkanese children are expected to be environmental heroes/heroines by the authors in the next few years.
KEYWORDS <i>Green literature, short stories, environmental citizenship, care ethics, ecoliteracy</i>	

1. INTRODUCTION

Environmental issues often serve as the focal point of conflict for the parties involved. As evidenced, the capitalist group that has dredged up such massive natural resources that it causes widespread environmental damage is fighting alongside environmentalists who want to ensure that future generations of children and grandchildren do not suffer as a result of the environmental destruction that has occurred. Bangka Island, also known as Tin Island, is the largest tin mining



area in Indonesia. Many ponds on this land, known as "Kolong" due to their use in both legal and illegal mining activities, serve as tin mining sites. The existence of this "Kolong" is quite worrying because it indirectly emphasizes that tin mining activities not only damage the environment but also endanger the safety of the people.

Many environmentalists, particularly the group of young Bangkanese writers who are deeply concerned about the safety and sustainability of the environment on Tin Island, consider this case to be a crucial phenomenon. Through green literary literacy in a collection of short stories from the book *Tata Kata*, these young authors try to raise and instill awareness in children about the significance of conserving and safeguarding the environment against reckless behaviors that have the potential to leave ecological disasters and prolonged environmental crises.

The study's focus on the green literature reveals a broader understanding of the term, which is commonly known as ecocriticism. Garrad (2004) mentions that ecocriticism investigates human ways of imagining and describing the human-environmental relationship in all cultural products. He examines the movement's evolution and delves into the notions associated with ecocriticism, including (a) pollution, (b) wilderness, (c) disaster (apocalypse), (d) dwelling, (e) animals, and (f) the earth. Dewi (2016) adds that people typically view ecocriticism through the lens of engagement and commitment to preventing further human destruction of nature. Moreover, ecocriticism is an academic discipline that focuses on the analysis and interpretation of literature from an environmental perspective. Adeniyi & Onanuga (2023) states that ecocriticism, in broad terms, is concerned with the exploration of diverse ways in which human societies and cultures have lived with nature. It is a theoretical framework for the interrelationships in nature, culture, and sometimes supernatural elements. It makes an attempt to investigate environmental expressions in literary texts and theoretical discourse (Bowo et. al., 2022). Tisnawijaya & Kurniati (2021) mentions that by employing narrative and illustrative techniques in the realm of environmental literacy, the examination of ecocriticism can be regarded as a valuable and innovative instrument for instructing readers, specifically children, on matters pertaining to the environment. Simultaneously, it serves to advocate for sustainable practices that will benefit future generations. Moreover, Aslan and Bas (2020) conducted a comprehensive analysis of the correlation between humans and the natural environment in their scholarly publications. Their findings indicate that the imperative to save nature continues to be a prominent topic in children's literature.

Green literature aims to highlight the extent to which writers address environmental issues in their literary works. The genre under consideration not only exemplifies the increasing awareness of environmental issues but also functions as a medium for writers to promote sustainable lifestyles and foster ecological consciousness (Satyawali, 2024). Misra (2016) discusses the role and power of literature in providing readers with environmental criticism and understanding. It is inevitable that nature has long been a part of literary representation. Nature serves as a conduit for writers and literary works to convey the atmosphere, image, setting, or major themes found in literary



works (Widianti, 2017). Philips (1999) illustrates that green literature employs the same language as ecological diction, and the work's content is based on a love of the earth. Concern for the destroyed earth: there is an increasing expression of worry in response to the destruction of the planet, injustice, and the arbitrary treatment of the earth and its contents. Additionally, there is a growing desire to liberate the earth from destruction and actively work towards its preservation. Green literature should possess the ability to shape individuals's thoughts and attitudes around environmental degradation. This aligns with the fundamental nature of eco-friendly literature, which is literature that promotes awareness and enlightenment in order to transform destroyers into custodians of the earth's care.

Literary works are more than just the author's imaginary fiction; they also have important meanings about the social and human psychological conditions that exist in society at all times. The authors use these conditions as a backdrop to write their literary work. The authors' surrounding environment inextricably links to the process of creating literary works. The authors create a literary work not only based on their imagination and life experiences but also on the environmental conditions in which they find themselves (Sari, 2018). This also applies in the process of creating children's literature.

Writing exclusively for children is known as children's literature. The product specifically targets children, including newborns, toddlers, and young individuals as its intended demographic (Junaid, 2017). Within the realm of children's literature, numerous characteristics of imagination can be observed. However, it is uncommon to encounter books that incorporate elements of fantasy, despite the child's innate need to immerse themselves in imagined time and fantastical concepts during childhood (Mahmood, 2020). Obi (2010) further elucidates that the foundation of children's literature appears to be based on three characteristics: 1) The first factor to consider is the age group of the protagonists, specifically whether they are children or adolescents; 2) The second factor is the complexity or simplicity of the theme, concepts, relationships, and language. If the ideas, relationships, and language are simple, it is literature for children. However, if the ideas, relationships, and language, whether oral or written, are too complex, it cannot be classified as children's literature. Finally, the third factor is that moral lessons are frequently taught through it.

A short story, a component of children's literature, is a written literary work that concisely and clearly tells the story of a fictional character. A short story usually only tells the story of one character's problems. In addition, Hidayati (2015) defines a short story as a short fiction story that takes the form of prose and possesses a fiction-like feel. Some literary experts even limit it to "single sitting story reading." In summary, readers rarely notice any progress in the story. Books and stories specifically targeted at children in the age range of 6 to 14, including those attending elementary/primary schools and junior secondary schools, typically constitute children's literature. The possibilities for writing stories and themes are endless. Children's stories revolve around human behaviors, motivations, and the consequences that arise from their actions; instead of



focusing on people's opinions on their actions, it is crucial to consider that toddlers usually find mental processes uninteresting (Lukens, 2003).

The book *Tata Kata: Kumpulan Cerita Anak*, written by several young writers of the Tin Island who study at Universitas Bangka Belitung, is considered suitable for providing entertainment and promoting children's reading as an alternate source. This book has a collection of ten concise narratives designed for children between the ages of 10 and 12 (4-6th grade) (Sigalingging et. al., 2021). The ten short stories are entitled *A Letter from Piko the Bat*, *Me and Loli*, *Warning, There is a Virus!*, *The Legend of Akek Antak*, *Mbok Ratmi and the Magic Land*, *Nek Gergasi*, *Shopaholic*, *Deputy Iskandar*, *Tambun Tulang Hill*, and *Dandi the Wise Ghost* are the titles of the ten short stories. Each story features a significant amount of environmental content. This indicates that the situational factor driving the publication of this book is the phenomenon of environmental damage that occurred on Tin Island, implying that the subject of this research has the potential to produce green literary elements that are believed to be available within it.

2. LITERATURE REVIEW

When we discuss key elements, they bear a strong connection to the concepts. What concepts? Banerjee (2020) introduces the emerging field of ecocriticism and the main elements that an ecocritic must bear in mind, namely deep ecology, environmental citizenship, ecological citizenship, care ethics, and ecoliteracy. To understand deep ecology, consider the following key points (Tosic, 2006): 1) The intrinsic value of non-human life on Earth is in its well-being and prosperity, regardless of its utility for human needs and objectives; 2) The abundance and variety of living organisms enhance the achievement of these ideals and are valuable in their own right; 3) Humans are not entitled to diminish this richness and diversity unless it is necessary to meet essential requirements; 4) The thriving of human existence and civilizations can coexist with a significant reduction in the human population. The proliferation of non-human life necessitates a reduction; 5) The current level of human intervention in the natural environment is excessively high, leading to rapid deterioration; 6) As a result, policies need to be modified. These policies impact fundamental economic, technological, and ideological frameworks. 7) The primary ideological shift involves valuing the quality of life over pursuing an ever-increasing standard of living; and 8) Those who agree with the previous arguments have an obligation, either directly or indirectly, to enact the necessary adjustments.

Next, environmental citizenship recognizes that we, as humans, are an important part of our environment. How we treat our ecosystems will have an impact on our future. Additionally, we should be aware of and take responsibility for our environment. Our nonhuman organisms and communities should be treated with great care. Understanding ecological citizenship necessitates a grasp of ecologism's core principles and beliefs. According to ecologism, a sustainable and fulfilling existence should arise from a profound transformation in the interaction between human and non-human organisms, as well as in the way humans live their social and political lives. This



context situates the entire concept of citizenship in a nonterritorial political sphere, known as the "ecological footprint," which considers the environmental influence of humans on ecological systems (Baneerje, 2020).

Care ethics perceives the world as an interconnected web of relationships rather than a mere assortment of persons. It places greater emphasis on accessing and nurturing inherent traits such as empathy, co-feeling, sympathy, loyalty, compassion, discernment, and love in intimate relationships rather than abstract principles/rights. Care ethics centers around the moral sentiment and reaction of caring within particular relationships, along with the virtues that go hand in hand with it. Caring involves actively empathizing with the emotions of others rather than observing, analyzing, or judging them from a distance. Tonic (2006) encourages altruism, which involves considering others and their feelings, vulnerabilities, and needs, without neglecting one's own care.

Nature creates a "network" for ecoliteracy where various organisms exchange information. This network is not static. Time and circumstances can alter it, making it variable. These mentioned natural objects must be viewed as occupying a role inside the previously specified natural "web of life," carrying out tasks that aid in the different natural activities. We must approach ecological issues in order to solve/maintain/restore natural equilibrium. It is imperative that we lead our lives with a constant awareness of the fundamental principles of ecology. The keywords here are relationships, context, patterns, flow, and interconnectivity (Tonic, 2006).

In light of the aforementioned classification, it is crucial to explain how the children's book *Tata Kata: Kumpulan Cerita Anak* incorporates elements of green literature, specifically ecocriticism. This opportunity also aims to explore the subtle intentions behind the creation of short stories by the young writers of Tin Island. Wardhani, Pertiwi, & Hardono (2023) says that literature targeted towards children serves as a captivating and inventive medium for imparting the concept of nature. Moreover, the inclusion of visual aids in a children's narrative might enhance its comprehensibility for young readers. Thus, the novelty of this research can definitely be emphasized that the concepts of green literature were scrutinized from the children's book (a collection of short stories) based on the classification of the key elements of ecocritical studies.

3. METHODOLOGY

The literature classifies this research as a qualitative descriptive study. Qualitative research encompasses several forms of inquiry, such as case studies, personal experiences, narratives, interviews, historical records, cultural texts, and other visible textual sources that explain aspects of life and the challenges encountered in daily existence (Denzin, 2000). According to Sutopo (2006), a case study in qualitative descriptive research provides a comprehensive and thorough depiction of real events within the field of study. The descriptive method explores potential solutions to various problems through data collection, classification, generalization, analysis, and interpretation (Arikunto, 1993). The data involved here are descriptive in nature, consisting of story descriptions, expressions, statements, written words, and observed behavior (Aminuddin,



1990). This research used primary and secondary data taken from excerpts of the book's content and the interview results with the writers. Qualitative research utilizes statements as data, allowing the outcomes of interviews with short story authors to serve as secondary data. These data are then utilized to build implicit messages that the author intends to send to their target readers, specifically children.

This study employed two distinct data collection methods, namely content analysis and structured interviews. The note-taking technique was undertaken when reviewing documents. According to Sutopo (2006), content analysis illustrates that the researcher not only records the important contents stated in the document but also its implied meaning. Furthermore, researchers implemented this technique to listen to informants and record all pertinent data. Below is a description of the steps the researchers took to collect data:

1. Reading the ten short stories in the Children's Book *Tata Kata: Kumpulan Cerita Anak*;
2. Creating a data list by marking paragraphs or parts of the story that intersect with environmental issues;
3. Performing data coding to aid in the compilation of the research data;
4. Arranging a list of interview questions based on key elements or concepts from green literature;
5. Interviewing Bangkanese young writers who contributed to the *Tata Kata*'s publication and;
6. Using the interview results as secondary data to support the description of the key elements of green literature that may be present in each short story. This additional data provides support for the development of the underlying message communicated to the reader by examining its association with the primary data examined in this study.

Structured interviews were required to stabilize data previously obtained by researchers through content analysis. An interview is a purposeful conversation. The interview involved two participants: the interviewer, who asked the questions, and the interviewee, who provided the answers or statements (Moleong, 2006). Researchers and informants (respondents) participated in this in-depth interview activity, which aimed to acquire detailed and in-depth information about the hidden lofty goal of the authors when they composed short stories for children. In summary, this process was essential to gather more reliable and accurate data. Moreover, the data analysis technique was organized as follows: 1) Reexamining the collected data; 2) determining each short story according to the classification of ecocriticism concepts; 3) describing the findings and then relating them to the interview results; and 4) drawing a conclusion as the final stage.

4. RESULTS AND DISCUSSION

A comprehensive examination reveals three elements of green literature identified from the book *Tata Kata: Kumpulan Cerita Anak* composed by the young writers of the Tin Island, namely environmental citizenship, care ethics, and ecoliteracy. Environmental citizenship, as previously



mentioned, is concerned with humans' role as guardians of nature or the surrounding environment and how they can preserve nature for the next few years (Banerjee, 2020). Some of the short stories that show environmental citizenship in the book *Tata Kata: Kumpulan Cerita Anak* include *Mbok Ratmi and the Magic Land* and *Tambun Tulang Hill*. The stories illustrate the concept of environmental citizenship by highlighting the following findings:

020/MRML/TKKCA/P19

Mbok Ratmi shook her head while smiling. "I will not leave. This village is my home. It won't be easy for me to just leave the land where I dwell."

According to the evidence presented above, Mbok Ratmi, the main character in *Mbok Ratmi and the Magic Land*, refuses her neighbors' invitation to leave due to the prolonged drought affecting the village. Mbok Ratmi demonstrates a profound sense of civic duty for her childhood hamlet of Sukamaju. She feels a deep responsibility to revive the fertility of her town. That is why her determination to remain in her drought-stricken community and persistently pray for the end of the calamity demonstrates a commendable sense of responsibility in tackling environmental challenges. The story aims to exemplify the author's intention of imparting moral lessons to young readers, emphasizing the interdependence of humans and nature. "*Cerita Mbok Ratmi and the Magic Land memperlihatkan bagaimana tokoh Mbok Ratmi begitu setia dengan tanah kelahirannya. Ketika lingkungan tempat tinggalnya sedang sakit, dia tak sedikit pun berpikir untuk pergi dari tanah kelahirannya dan terus berdoa kepada Tuhan sambil melakukan tindakan-tindakan untuk memulihkan desanya*". The statement from the writer underscores the importance of responsibly preserving and nurturing the natural environment. Children are instructed to prioritize hygiene and the conservation of nature as global citizens. When nature is in a state of decline, humans can facilitate nature's recovery by refraining from engaging in behaviors that could further harm the environment. Humans do not have the right to reduce or deplete this abundance and variety, unless it is absolutely necessary to fulfill vital needs (Tosic, 2006). The data below provides a second picture of environmental citizenship.

021/MRML/TKKCA/P19

Badu exerted all his energy to pull out the cassava's plants, but he failed again. Badu was not aware that there was a danger when the ground collapsed. It turned into living mud and made him fall. "HELP!!!" he shouted.

The datum illustrates a negative correlation between Badu's envy towards the fertility of Mbok Ratmi's field and the flourishing of Mbok Ratmi's cassava plants, which have recovered from drought and symbolize nature. The amicable connection between neighbors deteriorated due to the



drought that afflicted the village. This event demonstrates disparities in the manner in which nature is handled. Mbok Ratmi diligently tends to her fields without interruption during the dry season, but Badu, feeling exasperated by the calamity, neglects his fields and endeavors to depart from the hamlet in pursuit of a means of sustenance. This shows the difference in environmental citizenship. The author educates children about the significance of self-restraint when faced with adverse natural circumstances. *“Ketika manusia menyalahkan alam dan merusak kehidupan makhluk hidup lainnya karena bencana yang terjadi, sesungguhnya manusia tersebut gagal untuk dapat mengekspresikan cinta kasihnya dan frustrasi dengan keadaan tanpa menggunakan akal budinya untuk mencari solusi demi membantu memulihkan kondisi alam yang sedang bermasalah.”* Still in the story *Mbok Ratmi and the Magic Land*, the statement from the author tells children should use prudence when confronted with adverse natural phenomena. It is imperative that humans refrain from exacerbating the state of nature through significant harm, as this will only serve to further dismantle the inherent ecological framework. The current degree of human intervention in the natural environment is overly elevated, resulting in rapid degradation (Tosic, 2006). Through the exercise of strong self-discipline, humans have the ability to protect and maintain the natural environment even in the face of unfavourable circumstances.

030/TTH/TKKCA/P39

After a long walk, Joko and Winda decided to stay on the edge of the Kalu River and make a small hut there. Winda, who knows nothing, lived happily because there were many beautiful flowers and food could be obtain easily. But Joko did not have the same feeling as his sister. He lived with guilt in his heart for stealing and running away.

The given paragraph is located in the story *Tambun Tulang Hill*. It represents two contrasting extremes. Winda, the female character, strives to preserve nature to ensure a seamless acquisition of natural food resources, while Joko, the male character who inflicts harm upon environment, is shown as perpetually burdened by guilt due to nature's wrath. If individuals are unable to collaborate harmoniously with the natural world, they will not be able to derive any benefits or resources from it. On a daily basis, there is a continuous interaction between humans and the environment, involving both the environment's impact on humans and humans' impact on the environment. *“Kedua tokoh dalam cerita Tambun Tulang Hill melakukan perbuatan yang bertolak belakang. Tokoh laki-laki melakukan pencurian terhadap hasil ladang tokoh perempuan yang berlokasi di sekitar gubuk tepian sungai atas dasar iri hati, sementara tokoh perempuan sambil berdoa terus berupaya menyirami dan merawat ladangnya agar tetap terus berbuah dan dapat memberi kehidupan kepada manusia.”* The writer illustrates that humans consistently endeavour to modify the environment in order to fulfil their requirements and enhance their well-being. The environment plays a crucial role in human existence since it provides resources that are essential



for human survival. However, human activities can have significant effects on the natural surroundings, influencing the traits and actions of the individuals living within it. The abundance and variety of living organisms enhance the achievement of these ideals and are valuable in their own right (Tosic, 2006).

Furthermore, in addition, with regards to moral sensibility, a fundamental aspect of care ethics, several short stories in *Tata Kata: Kumpulan Cerita Anak* composed by the young writers of the tin island depict the profound emotional connections that exist among individuals, as well as between individuals and nature or the environment.

002/LPB/TKKCA/P4

“If you want to, you can follow me.” Ask Luka to Piko.

“I’m also alone now. Where are we going?” asked Piko trying to let go of everything that happened.

“Give a warning letter to humans that it is not only those who deserve to live on earth. I, you, and other animals have the right to breathe calmly.” said Luka, reaching out to Piko.

The information obtained from the short story *A Letter from Piko the Bat* chronicles the global spread of the COVID-19 virus, which led to the implementation of quarantine measures in order to mitigate the severity of the outbreak and the resulting loss of human lives. Upon conducting an investigation into the origin of the COVID-19 virus, scientists have determined that it is derived from bats. This discovery demonstrates that Piko, the bat in the short story, perceives himself as being unfairly blamed for the ongoing disease pandemic. Humans ultimately eradicated several bats. The bats, symbolising the environment, reject the information provided by people and intend to issue a strong caution to humans that all living beings, not just humans, have a right to inhabit this planet. “*Keberadaan dua tokoh hewan dalam cerita A Letter from Piko the Bat menyiratkan bahwa manusia seringkali menyalahkan faktor-faktor eksternal kehidupan mereka tanpa terlebih dahulu memeriksa secara detail apakah justru sumber masalah itu berada pada sisi internal manusia. Manusia senang “mencuci tangan” atas kerusakan lingkungan yang sebenarnya mereka perbuat.*” The statement from the writer indicates the principle of care ethics is violated in this case. Although many people acknowledge the significant advantages of tin mining in Bangka Belitung, it is important to recognise that this activity has also resulted in unnoticed environmental degradation, leading to the destruction of natural structures and ecosystems. This hinders the synchronisation of human existence with the surrounding ecosystem. The author aims to encourage children to recognise the imperative of preserving the longstanding symbiotic bond between humans and the environment, which has existed since the inception of humanity, starting from a young age. Children should be aware that the unregulated exploitation of natural resources is an irresponsible action that recklessly depletes resources. This will have detrimental effects on future



generations of humanity and sever the emotional bond between humans and nature. Caring entails actively engaging with and understanding the feelings of others, rather than simply seeing, evaluating, or passing judgment on them from a distance (Baneerje, 2020).

003/ML/TKKCA/P5

I taught Loli a lot of things. Started from how to greet, shake hands, and fetch things. In the afternoon, I bathed her and then coat its fur with baby powder. That's how I spend my time with Loli.

The data presented above depicts a distinct occurrence in the short story *Me and Loli*. The bond between humans and their pets prominently demonstrates the principle of care ethics. Loli's profound loyalty to her owner exemplifies an interdependent relationship of significant magnitude, as evidenced by the deep affection and care displayed within their unique link. The author adds "*Anjing sangat peka terhadap emosi pemiliknya (manusia). Mereka membuatnya nyaman, menghilangkan stres, dan bersedia mendengarkan (atau mengibaskan ekor) selama masa sulit atau sedih yang dialami manusia.*" The provided example aims to message youngsters the need to treat nature with care, as doing so can yield several beneficial outcomes for human well-being. To maintain a harmonious existence on our planet, it is essential to cultivate a deep appreciation for nature and the environment from an early age. The author of the story encourages children to prioritize their concern for the ongoing environmental degradation and to take tiny but impactful measures to mitigate it in their local surroundings. It prioritizes the importance of connecting with love in a close relationship with nature (Banerjee, 2020).

035/DI/TKKCA/P34

Three years later, precisely in 2023, the rice fields in Bedelew Village returned to fertility as they were before the pandemic and even able to produce a much more abundant supply of food compared to the time of ownership of his late parents because Iskandar was able to make his village the "Best Food-Producing Village" in his city.

The aforementioned passage is a concrete endeavor to revive the fertility of the natural world in the aftermath of the global COVID-19 pandemic. The narrative of *Deputy Iskandar*, a resilient and altruistic young man willing to make sacrifices for the betterment of his village's residents, serves as its inspiration. The prolonged COVID-19 pandemic prevented the residents of Bedelew Village from engaging in agricultural activities on their fields. Consequently, their fields experienced infertility and desiccation. Deputy Iskandar, a revered community leader in his village, collaborated with the community to implement specific methods to rejuvenate the soil's fertility. The portrait demonstrates that when humans employ effective methods to restore nature,



the environment will undergo natural processes and yield the desired outcomes. “*Manusia perlu menjunjung tinggi sikap rela berkorban karena sikap ini mencerminkan kedamaian di lingkungan tempat tinggalnya. Rela berkorban termasuk sikap yang menepikan ego personal dan mendahulukan kepentingan komunal demi harmonisasi hidup dengan alam.*” The author of the novel aims to cultivate in youngsters a strong sense of environmental consciousness, encouraging them to engage in daily practices that contribute to the preservation of nature. Altruistic behavior emerges from a genuine concern for the well-being of nature that is in suffering. This expression of worry exemplifies empathy for environment. Empathy is a significant component that influences altruistic conduct, as evident from the observation (Tosic, 2006).

The research object generates the third element of green literature, ecoliteracy. This element emphasizes the available network in the universe. Changes that occur in nature essentially affect the condition of living entities on earth. Ecologically, everything revolves around the equilibrium of living organisms.

004/WTIV/TKKCA/P9

Toni asked his mother. “Mom, why do their mouth covered with a fabric when they left their house?” asked Toni curiously. “It is called a mask. They wear it because there is a virus around us. People start to wear mask so they won’t get infected.” said Toni’s mother.

The story *Warning, There is a Virus!* provides information about a specific type of virus. The COVID-19 virus pandemic requires individuals to wear masks when engaging in activities outside their residences. People use masks as a preventive measure to stop the increase in COVID-19 infections among humans. When the earth, symbolizing nature, is portrayed as being unwell, it serves as a wake-up call for mankind to become aware of the earth's plight. The illness of the earth prompts humans to deepen their understanding of ecology by donning masks and striving to heal the planet from the outbreak. “*Peningkatan populasi dan pertumbuhan ekonomi menyebabkan perubahan besar dalam interaksi manusia dengan lingkungan. Interaksi yang tidak sehat akan menyebabkan bencana ekologi, salah satunya adalah pandemi COVID-19.*” From the statement, the author acquaints children as the target readers with the interconnectedness between humans and nature, highlighting an unconscious communication mechanism that mutually benefits both parties. This mechanism has the ability to naturally and reciprocally aid in each other's survival. Time and circumstances have the ability to change it, causing it to become variable (Tosic, 2006). As a result, it is critical to encourage young people to develop heightened sensitivity and actively engage in upholding environmental purity, fostering favorable environmental conditions, and safeguarding the environment. Engage actively in preserving the environment, fostering a healthy ecosystem, and advocating for the prohibition of illicit mining activities within the community.



007/LAA/TKKCA/P15

Akek Antak Footprints Stone has its signs if there was something that might happen. If there were small snails inside the stone, it was a sign that the big trees would have a big harvest. If there was sand inside the stone, the paddy planted that year can be harvested properly. However, if there was moss inside the stone, that year would get plagued by disease.

The preceding scene from the *Akek Antak* story demonstrates that the transmission of information among living organisms produces a complex interconnected system that mutually influences and alters each other due to its dynamic character. The story also portrays natural items like stones, snails, sand, and moss as active participants in natural processes. The author's intention is to encourage children to comprehend the importance of preserving the equilibrium of nature. *"Kita perlu memahami adanya perbedaan keanekaragaman hayati yang saling terikat satu sama lain sehingga dapat menghormati alam dan kehidupannya secara keseluruhan sebagai bagian dari prinsip dasar manusia."* It is essential to educate children about ecological concepts to enhance their love and concern for nature, as they will become future generations. Additionally, it is important to acknowledge the inherent connection between humanity and nature, which is a result of the divine creation by God, the omnipotent creator.

In brief, green literature possesses the ability to elicit readers' emotions and cultivate empathy towards nature. It showcases the aesthetic appeal of the natural world and highlights the consequences of environmental degradation. This genre serves to increase public consciousness about ecological concerns and motivate individuals to take measures in safeguarding the Earth. Environmental degradation on Tin Island refers to the progressive deterioration of the quality of soil, water, and air resources, as well as the decline in species diversity of both plants and animals, resulting in damage to the ecosystem. One of the initial consequences of tin mining is the extraction of the mine, leading to deforestation. During the process of mining, a range of environmental consequences may arise. The children's book *Tata Kata: Kumpulan Cerita Anak* composed by young writers of the Tin Island is presented as literature to advise and motivate children as the young generation of Bangka Island to have a sense of love, awareness and responsibility for natural resources while protecting and preserving them.

5. CONCLUSION

Green literature broadens the scope of literary analysis, which focuses on the interplay between humans and nature while emphasizing environmental concerns that arise on our planet. Environmental issues inevitably affect Bangka Island, the largest tin-producing island in Indonesia. The detrimental effects of tin mining severely damage the topography of the land and the ecosystem, particularly due to the extensive illegal mining that ruthlessly depletes natural resources without regard for the consequences. *Tata Kata: Kumpulan Cerita Anak*, a reading material that aims to improve children's literacy, draws inspiration from this portrait. The stories



in this collection encourage readers to become more conscious of the environmental harm caused by the excessive extraction of tin on Bangka Island. The book consists of ten short stories that incorporate three key characteristics of green writing, which serve as the underlying message the author intends to communicate to readers. Firstly, environmental citizenship emphasizes that citizens who actively engage in pro-environmental behavior play a responsible role in society by acting as agents of change. They contribute to solving current environmental issues, preventing the emergence of new problems, promoting sustainability, and fostering a positive connection with nature. These actions can occur at the individual or collective level and can have an impact at the local, national, and global scales. Secondly, care ethics prioritizes the importance of interpersonal connections, the universal reliance of humans on nature, the significance of emotions and physicality, and the contextually sensitive character of ethical decision-making to maintain an environment. Lastly, ecoliteracy encourages us to consider the broader perspective. The task requires us to observe our reality by directly engaging with it, allowing us to gain a clearer understanding of the interconnectedness between the human and natural realms. Green literature, via its harmonious integration of language aesthetics and environmental consciousness, offers a significant contribution to our comprehension of the intricate connection between humanity and the natural world. Moreover, it serves as a catalyst for motivating us to take action towards a sustainable future.

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