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Climate Protest as a Learning Resource: A Framing Analysis of Greenpeace Indonesia's Welcome Statue Banner Action and Its Implications for Environmental and Media Education

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ABSTRACT: Climate change is not merely an environmental concern but also a socioeconomic challenge that affects livelihoods, household expenses, and public welfare. This study examines how Greenpeace Indonesia constructs climate protest messages through its Welcome Statue banner action and explores their potential implications for environmental and media education. Employing a qualitative descriptive case study, the research applies Entman's framing model to analyse an official Greenpeace Indonesia press release published on 20 October 2026 and three protest banners as supporting textual and visual data. The analysis focuses on problem definition, causal interpretation, moral evaluation, and treatment recommendation to identify how environmental issues are represented across different communication formats. The findings reveal that Greenpeace Indonesia predominantly frames the climate crisis as a cost-of-living issue closely associated with economic vulnerability and government accountability. The three banners reinforce this framing through concise messages connecting climate action with living costs, questioning government responsibility, and emphasising protest as a mechanism for demanding progress. The press release provides contextual explanations and supporting arguments, while the banners communicate central messages through brief and prominent statements. These findings demonstrate the complementary communicative functions of written and visual advocacy materials. The study proposes their use as contextual learning resources for developing critical environmental media literacy, particularly through media analysis, visual interpretation, evidence verification, and critical reflection. The proposed educational framework remains conceptual and requires further empirical investigation.

Key words: *Climate Protest; Framing Analysis; Environmental Education; Media Literacy; Visual Literacy*

INTRODUCTION

Climate change has become a multidimensional global challenge because its consequences extend beyond environmental degradation and increasingly affect economic stability, public health, food security, and the everyday livelihoods of communities. The Intergovernmental Panel on Climate Change (IPCC, 2023) explains that climate-related risks are intensifying across natural and human systems, with

unequal consequences for populations that have limited resources to adapt. Extreme weather events, floods, droughts, forest fires, and rising temperatures can disrupt agricultural production, damage infrastructure, reduce household income, and increase pressure on public services. These conditions demonstrate that climate change should not be understood exclusively as a scientific or ecological problem, since its effects are closely connected to social justice, economic vulnerability, and public welfare. In Indonesia, environmental challenges are particularly relevant because many communities depend on climate-sensitive livelihoods, including agriculture, fisheries, and informal economic activities. Addressing these challenges therefore requires educational approaches that enable individuals to understand environmental risks, examine their social consequences, and participate responsibly in sustainability initiatives. Environmental education provides opportunities to develop knowledge, awareness, attitudes, and practical competencies that support informed responses to environmental problems (Ardoin et al., 2020). Education also helps learners connect scientific information with social realities, allowing climate change to become a meaningful subject for critical reflection and responsible decision-making.

Environmental organisations contribute to public understanding of climate change by communicating scientific concerns, documenting environmental problems, and encouraging collective responses through campaigns, publications, and public demonstrations. Their communication strategies frequently combine written narratives with visual messages designed to attract attention and make complex environmental issues understandable to wider audiences. Greenpeace Indonesia represents one example of an environmental organisation that uses public communication and protest activities to highlight environmental concerns and demand institutional accountability. The organisation's Welcome Statue banner action in Jakarta on 20 October 2026 provides a relevant case for examining how environmental messages are constructed and communicated through public protest. The action displayed three banners containing messages about the climate crisis, living costs, government responsibility, and the relationship between protest and social progress. These materials communicate environmental concerns through concise language, prominent typography, colours, and visual illustrations that can be interpreted by audiences with different levels of environmental knowledge. Public protest can therefore function as a form of environmental communication in which physical spaces, visual symbols, and written messages become part of a broader process of meaning construction. Such communication deserves educational attention because students encounter environmental information not only through textbooks and formal instruction but also through public campaigns, news platforms, and social media.

Understanding how environmental organisations construct public messages requires an analytical perspective that examines the selection, emphasis, and

presentation of particular aspects of social reality within communication materials. Entman, (1993) framing theory provides an appropriate foundation because it explains how communicators make selected information more prominent through four interconnected functions: problem definition, causal interpretation, moral evaluation, and treatment recommendation. Problem definition identifies the condition represented as an issue, while causal interpretation explains the actors, circumstances, or decisions associated with that condition. Moral evaluation communicates judgments about responsibility, fairness, and social values, whereas treatment recommendation presents possible responses or actions considered necessary to address the identified problem. These functions allow researchers to investigate not only what an organisation communicates but also how its messages guide the interpretation of environmental issues. Framing analysis is particularly relevant to organisational communication because environmental organisations actively select arguments, evidence, and visual representations when presenting their campaigns to the public. Scheufele, (1999) explains that frame building concerns the processes through which communicators construct frames before those messages encounter media institutions and audiences. From this perspective, an official press release and the banners displayed during a protest can be examined as related communication products through which an organisation develops and communicates its preferred interpretation of an environmental problem.

Environmental communication also provides valuable opportunities for education because public messages can be transformed into learning materials that encourage students to examine environmental problems through different forms of information and representation. Environmental education aims to strengthen learners' understanding of ecological relationships and their capacity to respond thoughtfully to environmental challenges, while media literacy supports the ability to access, analyse, evaluate, and communicate information across media platforms. Ardoin et al., (2020) demonstrate that environmental education can contribute to cognitive and affective learning outcomes, particularly when educational activities are connected to meaningful environmental issues and opportunities for engagement. In this context, Greenpeace Indonesia's protest materials can be used as examples for examining how environmental claims are selected, presented, and supported by evidence. Students can compare the messages displayed on banners with explanations contained in an official press release and supporting reports, enabling them to distinguish between statements, interpretations, and verifiable information. Visual literacy is equally important because images, colours, typography, symbols, and spatial arrangements communicate meanings that cannot always be understood through written language alone. Kress & van Leeuwen, (2021) explain that visual elements operate through organised representational resources that shape how viewers interpret images and their

relationships. Analysing environmental protest materials can therefore encourage learners to question persuasive messages, recognise visual strategies, assess evidence, and connect environmental communication with critical thinking and responsible citizenship.

Existing research on environmental communication has provided important insights into how climate change and ecological problems are represented in news coverage, public discourse, and organisational communication, yet several aspects remain insufficiently connected within educational research. Framing studies have examined how media organisations select and emphasise particular dimensions of environmental issues, while research on social movements has explained how collective action frames communicate problems, proposed solutions, and motivations for participation (Snow & Benford, 1988). These perspectives offer a foundation for understanding environmental campaigns, but they do not fully explain how an organisation distributes its messages across different communication formats during a single protest event. Research examining written press releases and visual protest banners together remains particularly useful because these materials may perform different but complementary communication functions. A press release can provide contextual explanations, arguments, and supporting information, whereas banners can communicate central demands through brief and visually prominent statements. The educational potential of these communication materials also deserves closer examination, especially regarding how learners interpret visual messages, evaluate environmental claims, and compare organisational narratives with supporting evidence. This study addresses these interconnected concerns by examining Greenpeace Indonesia's Welcome Statue protest through a qualitative framing perspective and considering how the resulting analysis can inform media literacy, visual literacy, and environmental education. The study does not measure students' learning outcomes; its educational contribution is developed through an interpretation of the communication materials and their potential application as learning resources.

The study is guided by three research questions that connect the analysis of organisational framing with the examination of visual communication and the development of educational implications. The first question asks how Greenpeace Indonesia constructs climate-related problems, causal interpretations, moral evaluations, and policy recommendations through its Welcome Statue protest. The second question examines how the verbal and visual elements of the three protest banners reinforce, complement, or extend the framing presented in the organisation's official press release. The third question explores how the findings can be translated into learning resources that support media literacy, visual literacy, and environmental education. These questions establish a relationship between the empirical analysis of environmental communication and the educational interpretation of public messages.

The study consequently focuses on the organisation's communication practices rather than audience reception, because no direct data were collected from students, teachers, or other audiences. This distinction is important for maintaining consistency between the research design, the available evidence, and the conclusions that can reasonably be drawn from the findings.

The contribution of this study lies in bringing together theoretical, empirical, and educational perspectives to examine environmental protest as a form of public communication with potential relevance to contemporary learning practices. Theoretically, the study applies Entman, (1993) four framing functions to analyse how an environmental organisation constructs meanings through written and visual communication materials. Empirically, it examines the relationship between an official press release and three protest banners, identifying how concise visual messages and extended written narratives contribute to the construction of a shared environmental frame. Educationally, the study develops a conceptual understanding of how protest communication can be adapted into learning resources for analysing media messages, interpreting visual representations, and evaluating environmental information. This contribution is consistent with the broader role of education in supporting informed engagement with sustainability challenges, as emphasised in international approaches to education for sustainable development (UNESCO, 2020). By connecting framing analysis with critical learning practices, the study offers a perspective for understanding environmental protest not only as an act of public advocacy but also as a potential resource for developing critical thinking, media awareness, visual interpretation, and environmental responsibility among learners.

METODE

Research Design

This study employed a qualitative descriptive case study design to examine how Greenpeace Indonesia constructed and communicated climate-related meanings through its official press release and protest banners during the Welcome Statue action in Jakarta. A qualitative approach was considered appropriate because the research focused on interpreting textual and visual messages within their institutional and sociopolitical contexts rather than measuring audience responses or testing causal relationships (Creswell & Poth, 2018). Framing analysis served as the primary analytical approach, enabling the researchers to identify how the climate crisis was defined, attributed to particular causes, morally evaluated, and connected to proposed responses (Entman, 1993b). The case was selected because the protest combined a public demonstration, concise visual slogans, and an official institutional statement addressing the relationship between climate change and people's economic conditions. The educational implications discussed in this study were developed through

conceptual interpretation of the findings and relevant educational literature, not through classroom interventions, experimental procedures, or direct measurement of students' learning outcomes.

Research Context and Data Sources

The research examined Greenpeace Indonesia's protest at the Welcome Statue, Hotel Indonesia Roundabout, Jakarta, on 20 October 2026, using institutional communication materials as its primary sources. The main dataset consisted of the official Greenpeace Indonesia press release published on the same date, while three protest banners served as supporting textual and visual materials. The banners contained the statements “Tangani Krisis Iklim, Turunkan Biaya Hidup,” “Bencana Makin Parah, Hidup Makin Susah, Apa Kerja Pemerintah?” and “No Progress Without Protest.” Supporting contextual materials included relevant Greenpeace reports and publicly available documentation used to understand the issues and claims presented in the protest communication. Document analysis was appropriate because institutional publications and visual records provide accessible evidence for examining how organisations construct and communicate particular meanings (Bowen, 2009). Each source was recorded with its title, publication date, issuing institution, format, and analytical role to maintain a traceable research database.

Data Collection Procedures

Data collection involved retrieving the official press release, archiving photographs of the three banners from available institutional documentation, and collecting relevant reports and contextual documents associated with the protest. The researchers checked the source, publication date, institutional origin, and contextual relevance of each document before including it in the dataset. All materials were organised in a research database and assigned identification codes to facilitate systematic retrieval, comparison, and documentation throughout the analytical process.

Analytical Framework

The analysis adopted Entman, (1993) four framing functions as a predefined analytical framework for examining the construction of meaning across textual and visual materials. Problem definition examined how the climate crisis was represented, particularly its connection with environmental damage and living costs. Causal interpretation identified the individuals, institutions, or structural conditions presented as responsible for the problem. Moral evaluation examined the values, judgments, and responsibilities emphasised in the communication. Treatment recommendation identified the solutions, policy expectations, or forms of public action proposed through the press release and banners. These dimensions provided a consistent basis for comparing the different communication materials.

Data Analysis Procedures

The analytical process followed a systematic sequence adapted to qualitative document and visual analysis, emphasising familiarisation, coding, comparison, and interpretation (Braun & Clarke, 2006). The researchers initially read and documented all collected materials to understand their content and context. Relevant textual and visual units were then identified, including paragraphs, sentences, slogans, colours, and visual symbols. These units were coded using Entman's four framing functions, followed by identification of framing devices such as statistics, rhetorical questions, persuasive expressions, and visual representations. The researchers subsequently compared the press release with the three banners to identify complementary, reinforcing, or extended meanings. The final interpretation connected the findings with environmental communication, media literacy, visual literacy, and environmental education.

Trustworthiness and Research Ethics

Research trustworthiness was supported through a predefined codebook, systematic source documentation, archived materials, and written records of analytical decisions. Representative textual and visual excerpts were retained to demonstrate how particular units were assigned to the four framing categories, while interpretations were checked against the original documents to maintain consistency between evidence and conclusions. The documentation process followed established principles for strengthening transparency and dependability in qualitative research (Lincoln & Guba, 1985). Inter-coder reliability was not assessed because the analysis was conducted as a qualitative interpretive examination rather than a quantitative content analysis. The study relied exclusively on publicly available institutional documents and protest documentation, without recruiting human participants or collecting private personal information.

RESULTS AND DISCUSSION

The findings are organised into six interconnected themes that explain how Greenpeace Indonesia constructed the meaning of climate change through its press release and protest banners, and how this communication can be interpreted as a resource for critical media and environmental education. The discussion draws on the four framing functions proposed by Entman, (1993) as the analytical foundation established in the research design, while connecting the findings with scholarship on environmental communication, political framing, visual literacy, and critical education. The educational interpretations are presented as conceptual implications derived from the communication materials rather than as evidence of learning outcomes tested in a classroom.

The Construction of Climate Change as a Cost-of-Living Crisis

The central finding indicates that Greenpeace Indonesia framed climate change not merely as an environmental problem but as a crisis closely connected to household economic conditions, purchasing power, and the everyday security of communities. This construction is particularly evident in the banner statement, “Tangani Krisis Iklim, Turunkan Biaya Hidup,” which places climate action and the reduction of living costs within a single message. By connecting these two concerns, the organisation makes climate change more immediately relevant to audiences who may experience environmental issues as distant, technical, or primarily related to ecological conservation. The message shifts the interpretive focus from environmental damage as an abstract global phenomenon towards its potential consequences for people's material conditions. This approach is consistent with environmental communication scholarship arguing that climate change becomes more meaningful when communicated through experiences and social concerns that audiences can recognise in their everyday lives (Cox, 2013; Moser, 2010).

The relationship between climate change and economic hardship also reflects a broader communication strategy in which environmental risks are translated into questions of social vulnerability, economic security, and distributive justice. Climate-related disasters can damage agricultural production, disrupt livelihoods, affect infrastructure, and increase the financial pressures experienced by households, although the extent of these consequences varies across locations and social groups. Research on climate communication demonstrates that messages connected with familiar economic and social concerns can provide audiences with more accessible interpretive pathways for understanding complex environmental processes (Nisbet, 2009; O’Neill et al., 2013). In the Greenpeace Indonesia material, the cost-of-living frame therefore functions as a bridge between environmental change and economic experience. It encourages audiences to consider that climate change is not exclusively a concern for environmental organisations, scientists, or policymakers, but also a matter connected to household welfare and public responsibility.

The economic framing requires careful interpretation because the relationship between climate change and rising living costs cannot be reduced to a single causal explanation without supporting evidence. Food prices, household income, and purchasing power are influenced by multiple interacting factors, including market conditions, production systems, distribution networks, public policy, and environmental disruptions. The press release and banners should therefore be understood as advocacy communication that establishes a particular relationship between climate vulnerability and economic insecurity, rather than as independent empirical proof that climate change alone determines household expenditure. This distinction is important because public communication can make complex problems understandable while also

simplifying the multiple mechanisms through which those problems develop (Boykoff, 2013; Carvalho, 2007). A critical reading of the materials should recognise both the communicative strength of the economic frame and the need to examine the evidence supporting its specific claims.

From an educational perspective, the connection between environmental degradation and household economic conditions offers an opportunity to develop contextual environmental learning through problems that students can observe in their surroundings. Teachers can invite students to investigate how flooding, drought, changing rainfall patterns, or damage to agricultural land may affect food availability, family livelihoods, and community expenditure. Such activities can help students recognise that environmental issues are connected with economic and social systems rather than existing as separate topics within science lessons. Environmental education research highlights the importance of meaningful contexts, community relevance, and opportunities for learners to connect environmental knowledge with their own experiences (Monroe et al., 2019; Stevenson et al., 2013) The Greenpeace framing can consequently serve as a discussion stimulus, provided that students are encouraged to distinguish between an advocacy message, a plausible environmental relationship, and a conclusion supported by independently examined evidence.

Government Accountability and Moral Framing in Climate Protest

The second theme concerns the construction of government accountability as a central element of the protest communication, particularly through the banner asking, “Bencana Makin Parah, Hidup Makin Susah, Apa Kerja Pemerintah?” This rhetorical question connects worsening disasters and increasing economic difficulties with an explicit demand for government responsibility, positioning public authorities as actors expected to respond to the consequences of climate change. Rather than presenting environmental deterioration as an entirely natural or unavoidable process, the message invites audiences to consider the role of political decisions, institutional priorities, and public policy in addressing environmental risks. Political framing research explains that the presentation of responsibility can influence how audiences interpret social problems by directing attention towards particular actors, institutions, and possible courses of action (Chong & Druckman, 2007; Druckman, 2001).

The question about government action also gives the protest a moral dimension because it evaluates public leadership through the relationship between institutional responsibility and people's everyday welfare. The implied expectation is that government performance should be assessed not only through economic development or formal policy commitments but also through its capacity to protect communities from environmental and socioeconomic risks. This framing resonates with environmental politics scholarship that identifies competing interpretations of responsibility, accountability, and the distribution of environmental costs across society

(Dryzek, 2013; Hajer, 1995). The protest communication thus presents climate action as a matter of public ethics, in which the consequences of policy decisions are evaluated in relation to social protection, environmental sustainability, and the interests of vulnerable communities.

The use of a rhetorical question is significant because it communicates criticism without presenting the message as a lengthy policy argument, thereby encouraging audiences to participate mentally in evaluating the government's performance. The phrase “Apa Kerja Pemerintah?” does not provide a detailed assessment of particular programmes or policy outcomes; instead, it establishes a question that requires an answer from the responsible institution. This communicative strategy can be understood through research on political communication, which shows that the way questions and responsibility cues are presented can shape the interpretive direction of public debate (Chong & Druckman, 2007; Druckman, 2001). The analytical distinction remains important: the banner communicates an accountability claim, while evaluating the accuracy of that claim would require additional examination of government policies, implementation records, and relevant environmental data.

The educational value of this framing lies in its potential to introduce students to the relationship between public policy, institutional responsibility, and social welfare without requiring them to accept the protest's position uncritically. Classroom discussion can examine which government institutions have authority over climate policy, what responsibilities belong to local and national authorities, and how citizens can evaluate policy implementation through reliable information. Students can also compare the perspectives of environmental organisations, government representatives, affected communities, and independent researchers. Such activities are consistent with critical approaches to environmental citizenship, which emphasise informed participation, public reasoning, and the capacity to evaluate competing claims about environmental problems (Dobson, 2003; Jagers & Matti, 2010). Through this process, protest communication becomes a starting point for examining democratic accountability rather than a substitute for balanced policy analysis.

Visual and Verbal Framing in Protest Banners

The three banners demonstrate how short verbal statements can condense a complex environmental issue into messages designed for immediate public recognition, particularly within the spatial and temporal conditions of a public protest. The first banner links climate action with the cost of living, the second connects worsening disasters with economic hardship and government accountability, while the third states, “No Progress Without Protest,” presenting protest as a means of demanding change. Each statement performs a distinct communicative function: connecting climate change with everyday welfare, questioning institutional responsibility, and legitimising public mobilisation. These differences suggest that the banners do not simply repeat one

another but contribute complementary meanings to the broader protest narrative. Research on visual communication indicates that verbal and visual elements can guide interpretation by directing attention towards selected meanings and establishing relationships between signs, messages, and their intended contexts (Jewitt, 2008; Kress, 2010).

The third banner, “No Progress Without Protest,” extends the communication beyond the immediate relationship between climate change and living costs by presenting collective protest as a necessary mechanism for political and social change. Its wording positions public demonstration as a legitimate form of civic participation, linking environmental advocacy with a wider argument about the role of citizens in influencing institutional decisions. This message is consistent with social movement research explaining how collective action frames can provide shared interpretations of problems, identify the need for change, and encourage participation in public campaigns (Benford & Snow, 2011; Snow et al., 1986). In this context, the slogan communicates a mobilisation-oriented frame that complements the more issue-specific messages contained in the other two banners.

Visual analysis also requires attention to the relationship between words and their material presentation, including typography, colour, spatial arrangement, illustrations, and photographic context. These elements can influence visibility, emphasis, emotional tone, and the sequence through which viewers encounter a message (Kress, 2010; Serafini, 2014). The available documentation establishes the three slogans and their relationship to the protest, but any detailed claims about specific colours, typefaces, or illustrations should be made only after direct inspection of the original photographs. This distinction prevents visual interpretation from moving beyond the available evidence. The analytical emphasis can therefore remain on the documented verbal messages, their public display, and their relationship to the protest setting, while treating other visual features as additional evidence only where they are clearly observable.

The educational connection is particularly relevant to visual literacy because students increasingly encounter public arguments through photographs, posters, banners, infographics, and social media images rather than through extended written explanations alone. Teachers can ask learners to identify the main message of each banner, examine the words that receive emphasis, consider the intended audience, and explain how the slogan directs interpretation of the climate crisis. Students can also compare what is explicitly stated with what viewers may infer from the message and its protest context. Visual literacy scholarship emphasises that interpreting images requires more than recognising visible objects; learners need to examine how visual and verbal resources organise meaning and communicate particular perspectives (Avgerinou & Pettersson, 2011; Serafini, 2014). Such exercises can strengthen students'

ability to recognise persuasive techniques without assuming that every visually compelling message is necessarily supported by sufficient evidence.

The Relationship between Press Releases and Protest Banners

The relationship between the official press release and the three banners reveals a division of communicative functions between extended written explanation and concise public messaging. The press release provides a broader narrative through which the protest can be understood, including the organisation's interpretation of climate change, its relationship with economic conditions, and its expectations of government action. The banners condense selected elements of that narrative into short statements that can be recognised quickly within a public demonstration. This relationship illustrates how different communication formats can contribute to a shared frame while serving different practical purposes. Research on media framing and environmental communication demonstrates that messages are shaped by the characteristics of communication channels, institutional purposes, and the contexts in which audiences encounter information (Boykoff, 2013; Schäfer & Schlichting, 2014).

The first and second banners reinforce the press release's central connection between climate change and everyday economic conditions, while the third banner extends the message towards the legitimacy of protest as a form of public participation. The press release offers space for elaboration and contextual explanation, whereas the banners prioritise brevity, visibility, and rhetorical impact. This division does not necessarily mean that the banners provide independent evidence for the claims in the press release; rather, they select and amplify particular aspects of the organisation's interpretation. Framing research suggests that the selection and salience of particular aspects of an issue can influence how a communication product guides attention and interpretation (Entman, 1993d; Scheufele, 1999). The materials can therefore be analysed as interconnected components of one advocacy communication strategy, while preserving the distinction between explanation, persuasion, and empirical substantiation.

The comparison also reveals why different communication formats should not be treated as interchangeable sources of information. A press release can include contextual details, institutional statements, and references to supporting reports, while a banner is designed to communicate a limited number of memorable claims. Students examining these materials should identify what information appears in both formats, what is emphasised in only one, and what evidence is absent from the shorter message. Media education research stresses the importance of examining how messages are constructed, whose perspectives are represented, and how communication formats influence the selection and presentation of information (Buckingham, 2003; Hobbs, 2010a). Comparing the press release and banners can consequently help learners

understand that the same issue may be framed differently depending on the communicative purpose and format.

Educational Implications: Developing Critical Media and Environmental Literacy

The findings suggest that Greenpeace Indonesia's protest communication can be used as a contextual learning resource for integrating media literacy, visual literacy, environmental education, and critical thinking within interdisciplinary teaching. This proposal is based on the analytical potential of the materials rather than on a claim that their use has already produced measurable improvements in students' knowledge or attitudes. The four educational dimensions are interconnected because understanding environmental communication requires learners to interpret messages, examine evidence, recognise persuasive techniques, and relate environmental problems to social conditions. Critical media education argues that learners should be equipped to analyse how information is produced, represented, circulated, and interpreted within particular social contexts (Buckingham, 2003; Kellner, D., & Share, 2007).

Table 1. Proposed Educational Dimensions and Learning Outcomes

Educational dimension	Proposed learning focus	Expected learning outcomes
Media literacy	Analysing press releases, public information, sources, and claims	Evaluating the credibility of sources, claims, and supporting evidence
Visual literacy	Interpreting banners, slogans, symbols, and photographic documentation	Recognising visual messages, persuasive techniques, and intended meanings
Environmental education	Connecting climate change with livelihoods, food systems, and everyday life	Developing environmental awareness and a sense of social responsibility
Critical thinking	Comparing advocacy claims with reports, data, and alternative perspectives	Identifying evidence, bias, unsupported conclusions, and overgeneralisation

Media literacy can be developed through activities that ask students to examine the Greenpeace press release as an institutional communication product rather than treating it as a neutral account of events. Learners can identify the organisation responsible for the publication, the intended audience, the central argument, the evidence presented, and the perspectives that receive the greatest attention. They can then compare the press release with other publicly available sources addressing the same environmental issue. This process encourages students to distinguish factual descriptions, institutional interpretations, and persuasive claims. (Hobbs, 2010b) argues that media literacy education should support active inquiry and informed participation,

while (Kellner & Share, 2007) emphasise critical analysis of the social and ideological dimensions of media messages. The proposed activity therefore develops source evaluation as an essential component of understanding environmental communication.

Visual literacy can be incorporated through structured analysis of the three banners, allowing students to examine how short slogans communicate arguments that would otherwise require longer explanations. Students can identify the central claim of each banner, discuss the emotional or rhetorical effects of its wording, and consider how the protest setting contributes to the message's meaning. Where the original photographs provide sufficient visual evidence, learners can also examine typography, colour, layout, and the relationship between text and surrounding visual elements. Such activities are consistent with multimodal learning approaches that recognise the contribution of different modes of representation to meaning-making (Jewitt, 2008; Serafini, 2014). The objective is not simply to interpret what an image shows, but to explain how its communication choices influence the way an issue is understood.

Environmental education can use the cost-of-living frame to connect climate change with local environmental conditions and the social consequences of ecological disruption. Students may investigate how extreme rainfall, flooding, drought, or changes in agricultural productivity affect food availability, household livelihoods, and community resilience. They can collect information from local observations, scientific publications, government reports, and credible news sources before developing explanations of the relationships they identify. Research on environmental education indicates that learning becomes more meaningful when environmental knowledge is connected to local contexts, active participation, and opportunities to consider possible responses (Monroe et al., 2019; Stevenson et al., 2013). The protest materials can therefore introduce a problem that students investigate through evidence-based inquiry, rather than functioning as the final explanation of that problem.

Critical thinking can be strengthened by asking learners to compare the claims communicated through the banners and press release with the evidence available in the supporting reports. Students can identify whether a statement is descriptive, interpretive, evaluative, or prescriptive, and then assess whether the supporting information is sufficient for the conclusion being communicated. They can also examine the geographical scope of a report, the population represented in its data, the distinction between correlation and causation, and the risks of generalising findings beyond the available evidence. Critical literacy scholarship emphasises that reading should involve questioning how texts construct knowledge, represent social relations, and position audiences in relation to particular claims Freire, (2000); Janks, (2010), This approach is especially important when students analyse advocacy materials because it enables them to recognise the legitimacy of public participation while maintaining independence in evaluating evidence.

An integrated learning sequence could begin with students observing the three banners and identifying the main issue represented in each message, followed by a guided reading of the official press release to examine how the organisation develops its argument. Learners could then compare selected claims with supporting reports and alternative sources, documenting which statements are supported, which require additional evidence, and which represent the organisation's interpretation. A final learning task could ask students to produce a short evidence-based communication product, such as an infographic, explanatory paragraph, or public information poster, that communicates a local environmental issue without overstating the available evidence. This sequence combines critical inquiry, communication, and environmental problem-solving, reflecting educational approaches that connect knowledge with participation and informed decision-making (Dobson, 2003; Rieckmann, 2018). The sequence is a proposed pedagogical application and requires empirical evaluation before claims about its effectiveness can be established.

Integrating Environmental Communication into Critical Learning

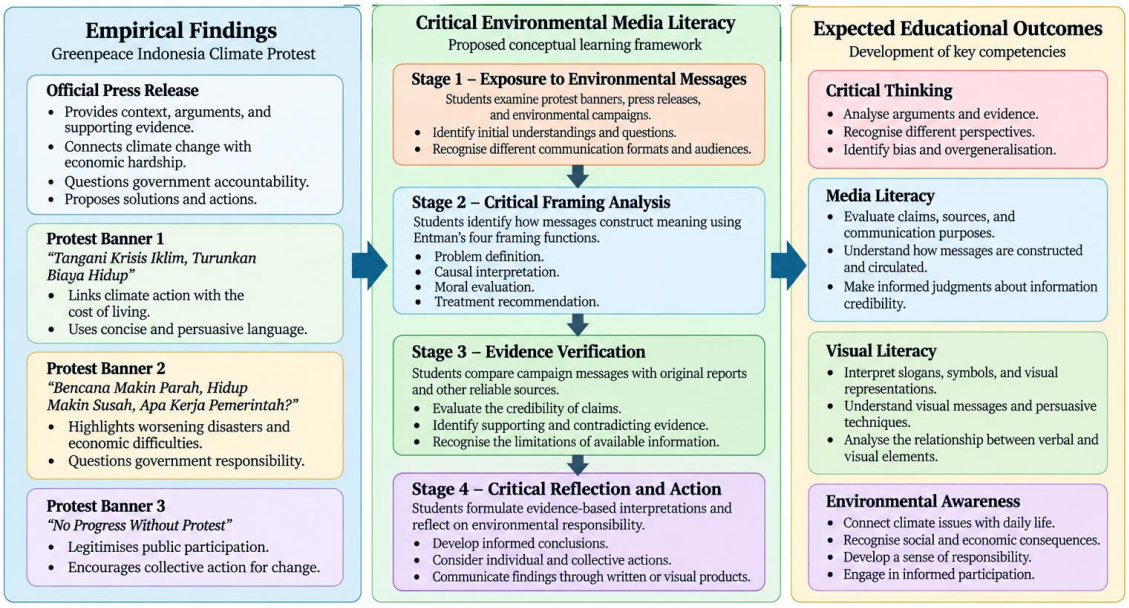


Figure 1. *Conceptual Framework*

Taken together, the findings indicate that public protest communication can provide a productive meeting point between environmental communication studies and educational inquiry when its messages are examined as constructed arguments rather than treated as transparent representations of reality. The Greenpeace Indonesia case demonstrates how a climate protest can connect environmental change with household economic concerns, question institutional responsibility, and use concise slogans to encourage public participation. The press release and banners perform different but complementary communicative roles, making the case suitable for examining the relationship between extended written arguments and short visual-

verbal messages. These observations contribute to environmental communication scholarship by showing how an advocacy frame can translate a complex environmental issue into social and economic language that is recognisable within everyday experience (Cox, 2013; Moser, 2010).

The educational contribution lies in translating this analytical process into a proposed approach to critical environmental media literacy, in which students learn to interpret public messages, examine their supporting evidence, and connect environmental problems with social responsibilities. Such an approach treats environmental communication as both an object of analysis and a possible resource for interdisciplinary learning. It also recognises that education should not simply reproduce the position of an advocacy organisation or an official institution, but should create opportunities for students to investigate competing claims and develop reasoned conclusions. This orientation is consistent with scholarship on environmental citizenship and transformative sustainability learning, which emphasises critical reflection, participation, and the ability to engage with complex environmental challenges (Dobson, 2003; Wals, 2010).

The proposed educational application remains conceptual because the present study analyses institutional communication materials rather than observing teachers or students in an actual learning environment. Future research could examine how different age groups interpret climate protest messages, whether structured source-comparison activities improve students' ability to evaluate environmental claims, and how teachers adapt public communication materials to their curriculum and local contexts. Such investigations would provide empirical evidence concerning the pedagogical potential identified in this analysis. The distinction between communication analysis and educational evaluation is essential for maintaining methodological accuracy while establishing a clear direction for subsequent research.

CONCLUSION

The proposed educational application remains conceptual because the present study analyses institutional communication materials rather than observing teachers or students in an actual learning environment. Future research could examine how different age groups interpret climate protest messages, whether structured source-comparison activities improve students' ability to evaluate environmental claims, and how teachers adapt public communication materials to their curriculum and local contexts. Such investigations would provide empirical evidence concerning the pedagogical potential identified in this analysis. The distinction between communication analysis and educational evaluation is essential for maintaining methodological accuracy while establishing a clear direction for subsequent research.

This study demonstrates that Greenpeace Indonesia constructs climate protest communication through a framing strategy that connects environmental degradation with household economic concerns and government accountability. The analysis of the official press release and three protest banners reveals that climate change is presented not exclusively as an ecological problem but also as an issue affecting living costs, economic vulnerability, and public welfare. The banner “Tangani Krisis Iklim, Turunkan Biaya Hidup” connects climate action with everyday economic conditions, while “Bencana Makin Parah, Hidup Makin Susah, Apa Kerja Pemerintah?” establishes a demand for institutional responsibility. The statement “No Progress Without Protest” extends the communication towards public participation and collective action. These messages illustrate how environmental organisations use different communication formats to construct and communicate interconnected interpretations of environmental problems.

The relationship between the press release and protest banners represents a complementary communication strategy in which written materials provide contextual explanations and supporting arguments, while banners communicate selected messages protest messages. The findings also provide an educational perspective by identifying opportunities to integrate environmental communication into critical learning. Through media literacy, students can examine information sources and communication purposes; through visual literacy, they can interpret slogans and visual representations; and through environmental education and critical thinking, they can connect environmental problems with social conditions, evaluate supporting evidence, and develop reasoned interpretations.

The study proposes Critical Environmental Media Literacy as a conceptual approach for transforming environmental protest communication into contextual learning resources. Its proposed learning process encompasses exposure to environmental messages, critical framing concisely and prominently. This division of communicative functions offers an important contribution to environmental communication research by demonstrating how framing operates across institutional written statements and visual-verbal analysis, evidence verification, and critical reflection and action. The framework is intended to support the development of critical thinking, media literacy, visual literacy, and environmental awareness. Nevertheless, the proposed framework has not been empirically tested in classroom settings, and its educational effectiveness cannot yet be established. Future research should investigate its implementation across different educational levels, examine students’ interpretations of environmental campaign messages, and evaluate appropriate learning activities and assessment strategies. Such investigations would provide empirical evidence regarding the feasibility and educational contribution of integrating environmental communication into critical learning.

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Declaration of AI Usage

The AI tool Grammarly was used to improve the language and format the manuscript according to the journal's template. The authors checked and confirmed the content and are responsible for the manuscript's accuracy, originality, and integrity.

Conflict of Interest

The authors declare that they are not affiliated with Greenpeace Indonesia or any political party.

Data Availability

The data are open sources: the Greenpeace Indonesia press release (listed in the references) and the organisation's Instagram posts (@greenpeaceid), both dated 20 October 2026. Archived screenshots are kept in the authors' research files and are available on request.

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