

Teachers' Working Commitment, Voluntary to New Evangelization, Catholic Religious Teaching-Learning, and Students' Ecological Citizenship

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Abstract

The purpose of this research is to examine the effect of teachers' working commitment, teachers' voluntary to new evangelization, and Catholic religious teaching-learning process on students' ecological citizenship based on Laudato Si' encyclical. To do so, a survey method was used to collect data were from a total of 147 Catholic religious education teachers, drawn purposively from amongst 282 Catholic religious education teachers teaching in the elementary schools of Flores Timur Regency. Employing the Structural Equation Model (SEM) software version 22, the results shown that all the proposed hypotheses were proven significantly. It means that the better awareness, attitudes, and actions to care for the environment, the better 'caring for our common home' based on Laudato Si' encyclical. The findings highlight the need for Catholic religious education teachers to promote voluntary new evangelization in order to encourage students to actualize all dimensions of Catholic ecology in properly treating the planet earth and the entire environment, as well as 'a mother who cares for her child(ren)'. It inferred that teachers' voluntary to new evangelization enables students to grow in compassion, love, and tenderness to the planet earth and the entire environment and, as a result, to see the planet earth and the entire environment as 'a sister who always shares her life for us'.

Keywords: Catholic, ecological citizenship, religious, teachers, teaching-learning, voluntary to new evangelization, working commitment.

1. Introduction

Lack of human's environmental awareness impacted much on environmental crisis (Hrynkow, 2017) that may lead to the destruction of civilization and environmental degradation alike (Erari, 2017). Central Bureau of Statistics of East Nusa Tenggara Province reported that East Flores people's behavior of disposing garbage tends to increase with a rate of 115.44 tons a day and of 42.137.21 tons a year (Maran, 2018). This behavior needs an adequate resolutions as the problem of pollution due to ecological waste is of detrimental for future life and there has been no strategic action yet towards its restoration (de Rosari, 2019).

The serious and unprecedented damage to the ecosystem demands the presence of new evangelization in various forms as a serious consequence that needs to be carried out to make the lifestyle pro-environmental. New evangelization activities in the form of eco-pedagogy in Catholic religious education have been placed as the central concern of the Church (Yardley & Goodstein, 2015) to reorient human relations with God, the Creator of the universe, and to seek harmonious and mutually saving relationships among humans and with other creations (Clifford, 2017a).

Compassion to the planet earth and the entire environment is the essence of the new evangelization about God's love and mercy on wicked humans who hatred others livings (Ariza

et al., 2020; Mahon, 2018; Pudjiarti, et al., 2017; Sosler, 2019). Education is one of the most important way of building people aware of the danger posed by the destruction of environment. Mandated by the Indonesian Law no. 14 year 2005 on Teacher and Lecturer (recognized as Undang-Undang No. 14 Tahun 2005 Tentang Guru dan Dosen), the Catholic religious education teachers should carry out their role as teachers, educators, trainers, and evaluators for students' success and act properly as the models of faith and moral (Pope Paul VI, 1965) through the implementation of the voluntary to new evangelization (Bhiku et al., 2021).

Compassion fosters concern, responsiveness, and proportional action as a form of moral responsibility in overcoming the environmental crisis. Students, as the integral part of the earth, should have an ecological citizenship by participating voluntarily in the new evangelization (Hilson, 2018; Mravcová, 2019; Seño, 2018). The new evangelization activities are useful to form students' awareness of religious and spiritual values on the universe and to ensure them to be capable of mitigating the environmental crises. Research is clearly substantiating that students' regular contact with and play in the natural world fosters an affinity to and love of nature, as well as a positive environmental ethic (Bixler et al., 2002; Kals & Ittner, 2003; Kellert, 2002; Moore & Cosco, 2000; Phenice & Griffore, 2003; Schultz et al., 2004; Sobel, 2002.2004).

Teachers' voluntary participation in the new evangelization is critical in encouraging students to behave properly and positively toward the environment as well as 'a mother who cares for her children' (Djuwita & Benyamin, 2019; Friel, 2020). Teachers, in turn, shape students' ecological citizenship behavior through their voluntary participation (Bhiku et al., 2021). Ecological citizenship behavior refers to one's awareness, knowledge, attitude, and responsibility in caring and maintaining the planet earth and the entire environment healthy for all the livings (Francis, 2015; Tomlinson, 2019). Ecological citizenship must be fostered through deliberative processes facilitated by democratization, decentralization, and egalitarianism (Carter, 2009). As the planet earth and the entire environment have not received an adequate attention in education, some academics (e.g. Clifford, 2017b; Konisky,

2018) have emphasized the need for Catholic moral solidarity, regardless of time and place, to take care of the planet earth safe and healthy as 'our common home'.

Teachers' voluntary participation to the new evangelization proposed in this research is fostered by teachers' working commitment which has been recognized as a fundamental concept underpinning how teachers relate to a specific school (Werang et al., 2021). Several researchers (e.g. Ibrahim & Khalid, 2018; Suharto et al., 2019; Wullur & Werang, 2020; Yunarti et al. 2020a) viewed teachers' working commitment as an internal strength that encourages teachers to sacrifice time, energy, and willingness to work which reflects their moral responsibility. In other words, teachers are called to spiritually and physically devote their personal time, energy, and willingness (Peretomode & Bello, 2018) to commit with the work of helping students understand that the environmental degradation is a human crime against nature and it may threaten the survival of all the livings (Kerber, 2018). Such a commitment is regarded as dedication to carrying out an effective learning process in order to express the pedagogy of God's love, which emphasizes compassion for others, nature, and oneself, as God loves all of His creation (Ariza et al., 2020; Mahon, 2018; Sosler, 2019).

Franchi (2018) argued that Catholic religious education in Indonesia should serves as an effort of developing the practice of faith to build good relationships between the Catholics and God the creator, between the Catholics and other human beings, and between the Catholics and the entire environment. But, unfortunately, it was still low. The exclusion of environmental education in the local curriculum and the school environment conditions that are not well maintained are two examples of the failure of Catholic religious education in practicing the values of Catholic faith. So far, none of studies, to the best of our knowledge, has empirically investigates the effect of teachers' working commitment, Catholic religious teaching-learning process, and teachers' voluntary to new evangelization on students' ecological citizenship.

Thus, this study intends to fill-up the gap by examining the role of teachers' working commitment, Catholic religious teaching-learning process, and teachers' voluntary to new

evangelization on students' ecological citizenship, taking the Catholic religious education teachers in Flores Timur Regency, Indonesia, as the population and sample of the study. This study probes the following research questions: (a) to what extent Catholic religious education teachers perceive teachers' working commitment affects Catholic religious teaching-learning?; (b) to what extent Catholic religious education teachers perceive teachers' working commitment affects their voluntary to new evangelization?; (c) to what extent Catholic religious education teachers perceive their working commitment affects their ecological citizenship?; (d) to what extent Catholic religious education teachers perceive of Catholic religious teaching-learning affects their ecological citizenship?; and (e) to what extent Catholic religious education teachers perceive voluntary to new evangelization affects their ecological citizenship? To answer the research question, a survey research method using questionnaire was employed, as we briefly explain below.

2. Hypothesis Development

2.1. The effect of teachers' working commitment on the catholic religious teaching-learning

Teachers' working commitment is associated with their mental energy and internal strength (San & Tok, 2017), which serves as a personal resource for intensive work and involvement in school activities. According to Celik and Yildiz (2017), teachers with high commitment are never be satisfied with what they have already had in the past; rather, they enthusiastically incorporate new ideas into the teaching-learning process for the future.

The work commitment of teachers in developing *Laudato Si'* based on Catholic religious education is of crucial to investigate eco-pedagogical and eco-theological resources (Grinter, 2013) due to that of the Catholic religious education curriculum serves as an innovation capability of responding the rights of society and students for a healthy environment (Bhoki et al., 2021). Catholic religious education teachers who are committed to creative work of thinking are always looking for effective teaching methods to combine the dimension of students' knowledge, affection,

and skills with their spiritual dimension (Ardoin et al., 2020; Kuthe et al., 2019). By doing this, Catholic religious education teachers respond to students' needs for high academic achievement in order to maintain dignity through their lives in society (Attri & Devi, 2017; Hussen et al., 2016).

Committed Catholic religious education teachers enjoy teaching and working with students by establishing positive interactions and relationships with them and treating them with respect both inside and outside of the classroom. Based on this argument, we hypothesize as the following:

H1: The work commitment of Catholic religious education teachers affects positively the Catholic religious teaching-learning in the elementary schools of Flores Timur Regency, Indonesia.

2.2. The effect of teachers' working commitment on the voluntary to new evangelization

Teachers' working commitment is linked to their ability to carry out their duties professionally with all of the demands that entails (Ibrahim & Khalid, 2018). This commitment increases their internal strength to perform their professional duties enthusiastically (Peretomode & Bello, 2018) and to be physically and spiritually devoted for expanding their specific knowledge with new ideas (Celik & Yildiz, 2017).

Catholic Church employs a variety of strategies to teach and guide the Catholics to respond to the challenges of quality of life contextually (Swieczarz, 2018) by declaring the presence of merciful God to all creation (Ariza et al., 2020; Mahon, 2018; Sosler, 2019). Devotion to worship God and serve others motivate Catholic religious education teachers in the elementary schools of Flores Timur Regency to be highly committed, guided by the teachings of Jesus Christ on holistic love (Sutton & Mittelstadt, 2012), to respond God's call for dedicating themselves to loyally implement *Laudato Si'* encyclical in the Catholic religious teaching-learning process (Serin, 2017) as well as for acting voluntarily and selflessly towards other human beings and nature (Pudjiarti et al., 2017; Bhoki, 2020). These activities elevate environmental and climate change concerns to the level of the relationship between humans and God, as well as the relationship between humans

and the entire environment. Based on this argument, we hypothesize as the following:

H2: The work commitment of Catholic religious education teachers affects positively voluntary to new evangelization in the elementary schools of Flores Timur Regency, Indonesia.

2.3. The effect of teachers' working commitment on ecological citizenship

Schools would not be stirred into its objectives without the presence of teachers who commit to work hard for the school effectiveness. Teacher working commitment is at the center of their contribution to school goals and student achievement alike, which in turn creates the high-quality of education. Werang et al. (2021) described teacher's working commitment as a teacher's willingness to accept the school's values and objectives and, as a result, willingly perform to the best of his/her ability to achieve those values and objectives. Catholic religious education teachers' working commitment reflects their inner strength to properly use their mental energy to their personal time and abilities (San & Tok, 2017; Altun, 2017) to continuously teach the students and to contextualize the dimensions of contemporary Catholic ecology that enables students to be aware of the danger posed by the destruction of environment (Celik & Yildiz, 2017).

The crucial role of Catholic religious education teachers in bringing the Catholic youth to success is undeniably their daily efforts of educating the Catholic youth on how to be a champion in the global competition (Wea et al., 2020). Not surprisingly if there is a constant demand for teachers to be fully engage in school activities (Werang et al., 2017, 2019). Knowledge transfer activities and life examples of the Catholic religious education teachers are used to interpret changes in students' values and lifestyles (Suharto et al, 2019) on how to be aware of and responsive for the safety of planet earth and the entire environment (Clifford, 2017b; Pavić & Šundalić, 2016).

The Catholic religious education teachers' relationship with God, other beings, and nature is an urgent turning point to create long-term sustainable habitus in students' lives (Paraskeva-Hadjichambi et al., 2020). Students are taught how to overcome the environmental crisis (Mravcová, 2019) so that students may share the bright future with all the livings

(Jorgenson et al., 2019). Based on this argument, we hypothesize as the following:

H3: The work commitment of Catholic religious education teachers affects positively the ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia.

2.4. The effect of Catholic religious teaching-learning on ecological citizenship

The encyclical 'Laudato Si: On Care for Our Common Home' reflects a social justice-oriented account of how people should act as good citizens for environmental protection and the good of humankind. Given the Pope's global clout, his encyclical 'Laudato Si: On Care for Our Common Home' may influence how the concept of ecological citizenship is interpreted in the twenty-first century. Pope Francis calls for "a loving awareness that we are not disconnected from the rest of creatures, but joined in a splendid universal communion" and, therefore, "if we destroy creation, creation will destroy us" (Pope Francis, 2015).

Despite the fact that many Catholics regard the 'Laudato Si' encyclical as a decent moral resource for government policy-making when it relates to environmental and climate change mitigation initiatives, Catholic religious education teachers in elementary schools should avoid it in favor of focusing on ecological education, which is one of the document's main themes (Seño, 2018: 2). Ecological education, according to Pope Francis, is essentially an education that promotes the environment (Pope Francis, 2015: 154). Prior to the Pope Francis' Laudato Si encyclical, Pope Benedict XVI (2011: 1) has spoken of the need for an 'ecology of man' based on the fact that "man too has a nature that he must respect and that he cannot manipulate at will". Pope Francis (2011: 154) further asserted as the following:

"Ecological education seeks to restore the various level of ecological equilibrium, establishing harmony within ourselves, with others, with nature and other living creatures, and with God. Ecological education should facilitate making the leap towards the transcendent which give ecological ethics its deepest meaning" (Laudato Si, no. 210).

To respond to Pope Francis' appeal, Catholic religious education teachers in the elementary schools of Flores Timur Regency, Indonesia,

should use a variety of eco-pedagogical and eco-theological resources in their teaching-learning process, to help students develop ecological ethics and “grow in solidarity, responsibility, and compassionate care” (Pope Francis, 2015: 154). As nothing is changed unless there is a process of education (Pope Francis, 2015), students' ecological citizenship will not be adequately formed unless the Catholic religious education teachers work tirelessly to cultivate an “integral and integrating vision that is necessary to address the development of an integral ecology” (Seño, 2018: 3). In doing so, Catholic religious education teachers offer a new perspective on how to redevelop the entire curriculum in order to address the environmental crisis. Based on this argument, we hypothesize the following:

H4: The Catholic religious teaching-learning process affects significantly students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia.

2.5. The effect of voluntary to new evangelization on the ecological citizenship

Voluntary to new evangelization is a deliberate action, by proclaiming the presence and actions of God the Merciful (Ariza et al., 2020; Mahon, 2018; Sosler, 2019), to response to the need for developing the contextual appreciation of faith (Świecarz, 2018). Students, as the future generation of nations, through the Catholic religious education teachers' voluntary to new evangelization, should be supplied with the spiritual values to care for nature as "our common home" (Kerber, 2018; Seño, 2018). The Catholic religious education teachers, through their tireless effort of executing the new way of evangelization, encourage students to keep the planet earth and the entire environment healthy and safe for all the livings.

The love for nature breaks the chain of environmental crises created by adults. Tomlinson (2019) asserted that human knowledge, attitudes, and actions are attributes related to human being's responsibility for caring for the planet earth and the entire

environment. Related to this assertion, Pope Francis' encyclical *Laudato Si* no. 159 stated as the following:

“We can no longer speak of sustainable development apart from intergenerational solidarity. Once we start to think about the kind of world we are leaving to future generations, we look at things differently; we realize that the world is a gift which we have freely received and must share with others.”

In order to elicit a proper response from its readers to the challenge posed by the recent environmental crisis, the current papal encyclical *Laudato Si'*: *On Care for Our Common Home* distinguishes between the task of human education and the deeper and more abstract task of boosting the human will for change and action. This papal encyclical inserts nothing less than that the formation of an 'ecological citizenship' is required. Based on this argument, we hypothesize the following:

H5: The voluntary to new evangelization affects positively the ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia.

Grounded on the aforementioned conceptual background and proposed hypotheses, the following are the framework of thought (Figure 1) and the operationalization of research variables (Table 1).

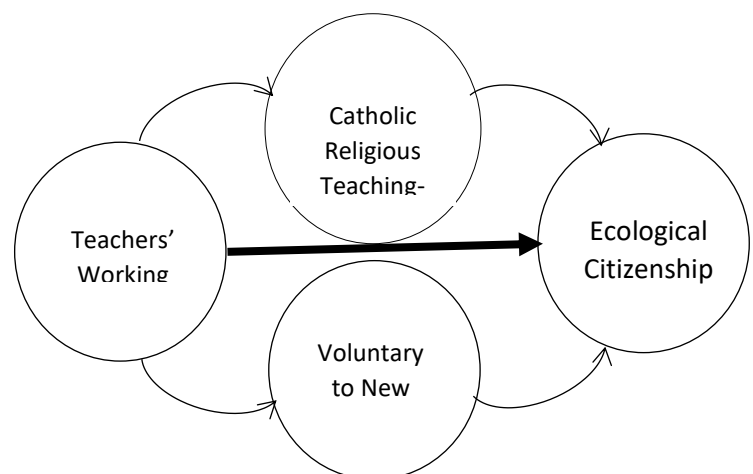


Figure 1. *The Framework of Thought*

Table 1. *Variable Operationalization*

Variable	Definition	Indicators
Teachers' work commitment	This is linked to teachers' mental energy as internal strength for engaging intensively and faithfully in school activities (San & Tok, 2017).	<ol style="list-style-type: none"> 1. Use ability and time optimally 2. Innovative teaching-learning processes 3. Respond to the needs of students and society
Catholic Religious Teaching-Learning	This is a unique learning-teaching process based on a new way of thinking that investigates eco-theological resources in the Catholic religious education curriculum. (Grinter, 2013; Pradeu et al., 2016; Seño, 2018).	<ol style="list-style-type: none"> 1. Planning for the Catholic religious teaching learning process 2. Putting the Catholic religious learning-teaching process into action 3. Assessing the process and outcomes of Catholic religious teaching and learning
Voluntary to New Evangelization (VNE)	This is a selfless voluntary act of proclaiming the presence and actions of God the Merciful with a sincere heart through Catholic religious education based on the Laudato Si encyclical. (Bhoki, 2020; Mahon, 2018; Seño, 2018; Świecarz, 2018)	<ol style="list-style-type: none"> 1. Sincerely serve 2. Be patterned after Jesus Christ's teachings and saving actions (loving God, others, and nature as one loves oneself) 3. Environmental protection
Ecological citizenship	This is a Catholic religious education based on the Laudato Si encyclical that seeks to form students' faith and morals from an early age in order for them to be open-minded and respect others and nature based on the deepest ecological ethics, and to grow in solidarity, responsibility, and loving care for nature. (Hilson, 2018; Mravcová, 2019)	<ol style="list-style-type: none"> 1. Awareness of the importance of environmental stewardship 2. Attitude toward environmental stewardship 3. Accountability for environmental stewardship

Source: Primary data management result, 2021.

3. Research Method

3.1. Research Design

This study was aimed to explore the effects of teachers' working commitment, voluntary to new evangelization, and Catholic religious teaching-learning process on students' ecological citizenship. A quantitative approach was employed to scrutinize the data based on teachers' perceptions about their working commitment, voluntary to new evangelization, Catholic religious teaching-learning process and how it effect to students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia.

The study used survey-questionnaires to collect data, as several recent studies (e.g. Asaloei et al

2020; Wula et al 2020; Yunarti et al 2020b) have shown some benefits as the following: (a) low cost, (b) excessive representation, (c) proper data gathering; and (d) precise outcome. The survey questionnaires were circulated using Google Forms and WhatsApp group to a total of 147 Catholic religious education teachers at the elementary schools of Flores Timur Regency, Indonesia. All the items of questionnaire were distributed in Indonesian language and informants were invited to rate their answers in a five-point Likert scale with 1 being the lowest and 5 being the highest score.

3.2. Data Collection and Measurements

Five survey questionnaire (Indonesian version) were distributed to get data. A total of 147 Catholic religious education teachers at the elementary schools of Flores Timur Regency,

Indonesia, were purposively determined as informants. Details of informants are presented in Table 2 below.

Table 2. *Informants' Demographic Data*

Items	Description	Number	Percentage
Gender	Male	63	42.86
	Female	84	53.14
Age	26 – 30	29	19.73
	31 – 35	20	13.60
	36 – 40	24	16.33
	41 – 45	36	24.49
	46 – 50	38	25.85
	More than 50	0	0
Teaching Experience	6 – 10 years	29	19.73
	11 – 15 years	18	12.24
	16 – 20 years	26	17.69
	More than 20 years	74	50.34

Source: Religious Office of Flores Timur Regency

3.3. Data Analysis

As aforementioned, this study was conducted to describe whether or not the Catholic religious education teachers' working commitment, voluntary to new evangelization, and Catholic religious teaching-learning process affects students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia. The SEM software program version 22 was employed to analyze data collected from the surveyed teachers.

Collected data were analyzed statistically to verify the following proposed hypothesis: (a) teachers' working commitment affects significantly teachers' voluntary to new evangelization; (b) teachers' working commitment affects significantly Catholic religious teaching-learning process; (c) teachers' working commitment affects significantly students' ecological citizenship; (d) teachers' voluntary to new evangelization affects significantly students' ecological citizenship; and (e) Catholic religious teaching-learning process affects significantly students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia.

4. Results and Discussion

4.1 Reliability and Validity

In table 3, the Exploratory Factor Analysis (EFA) was used to identify the relationship between the variables in order to develop constructs between them. The Kaiser Meyer Olkin (KMO) test was used in EFA, which was carried out using the Statistical Package for the Social Sciences (SPSS) software version 22. The results of the EFA analysis using the KMO test, as they are presented in column 5, show that all of the convergent data have a value greater than 0.7, whereas data in column 2 show that all of the loaded factors have a value greater than 0.6. This implies that the convergent data and the loading factor are both valid. The reliability coefficients of all the loaded variables, as they are presented in column 3, shown a value greater than 0.7; while in column 4 they are greater than 0.05. This means that all of the data in the latent variables are reliable and significant. Based on the results of the EFA analysis, it was determined that all of the data were Fit, which prompted further investigation using the Structural Equation Model (SEM).

Table 3. *Data Conformity Testing*

Variables & Indicators	Loading	Construct Reliability	Variance Extract	Validity indicators
Teachers' work commitment		0,827	0,667	
1. Use their ability and time optimally	0,774			0,685
2. Innovative in learning-teaching processes	0,797			0,691
3. Respond to the needs of students and society				

	0,777		0,680
Catholic religious teaching-learning process		0,827	0,723
1. Planning the Catholic religion learning-teaching process	0,717		0,655
	0,802		0,711
2. Implementing the Catholic religion learning-teaching process			
	0,833		0,697
3. Evaluating the process and results of Catholic religion learning-teaching			
Voluntary to New Evangelization (VNE)		0,632	0,672
1. Serve sincerely	0,833		0,703
2. Be patterned to the teachings and saving actions of Jesus Christ by loving God, others, and nature, as oneself	0,768		0,664
	0,726		0,650
3. Environmental preservation			
Ecological citizenship		0,827	0,702
1. Awareness of caring for the environment	0,795		0,685
2. Attitude to care for the environment	0,738		0,663
3. Responsibility for caring for the environment	0,819		0,714

Source: Primary data management result, 2021

4.2. Model Feasibility Testing

There are two stages in SEM testing: individual and simultaneous testing (Hair Jr. et al., 2017). The individual test employs the t-test with a 0.05 error tolerance, whereas the simultaneous test employs the F-test to determine whether the

research sample data is declared Fit. A regression test was then run to determine whether the sample's covariance matrix corresponded to the population. This Fit test was carried out to demonstrate that the diversity of the samples used in this study was representative of the specified population.

Table 4. *Goodness of Fit*

Criteria of Fit	Cut of Value	Result	Conclusion
Absolute Fit Test			
1. Chi-Square	<188,332	148,547	Fit
2. P-Value	>0.05	0,093	Fit
3. Goodness of Fit Index (GFI)	>0.90	0,897	Fit
4. Root Mean Square Error of Approximation/RMSEA	<0,08	0,034	Fit
5. Chi-Square /DF (Cmin/DF)	<2,00	148.547	Fit
Incremental Fit Measures			
1. Adjusted GFI (AGFI)	>0,90	0,861	Fit
2. Normed Fit Index (NFI)	>0,90	0,887	Fit
3. Comparative Fit Index (CFI)	>0,90	0,981	Fit
4. Incremental Fit Index (IFI)	>0,90	0,982	Fit
5. Relative Fit Index (RFI)	>0,90	0,864	Fit
6. Tucjer-Lewis Index (TLI)	>0,90	0,978	Fit

Data in Table 4 shown that the path model is fit because it meets the requirements within the cut

of range. Similarly, the SEM assumption analysis on univariate and multivariate

dimensions is said to be normal with no singularity or multicollinearity elements. Full

model of SEM analysis are presented in Figure 2 and Table 5 below.

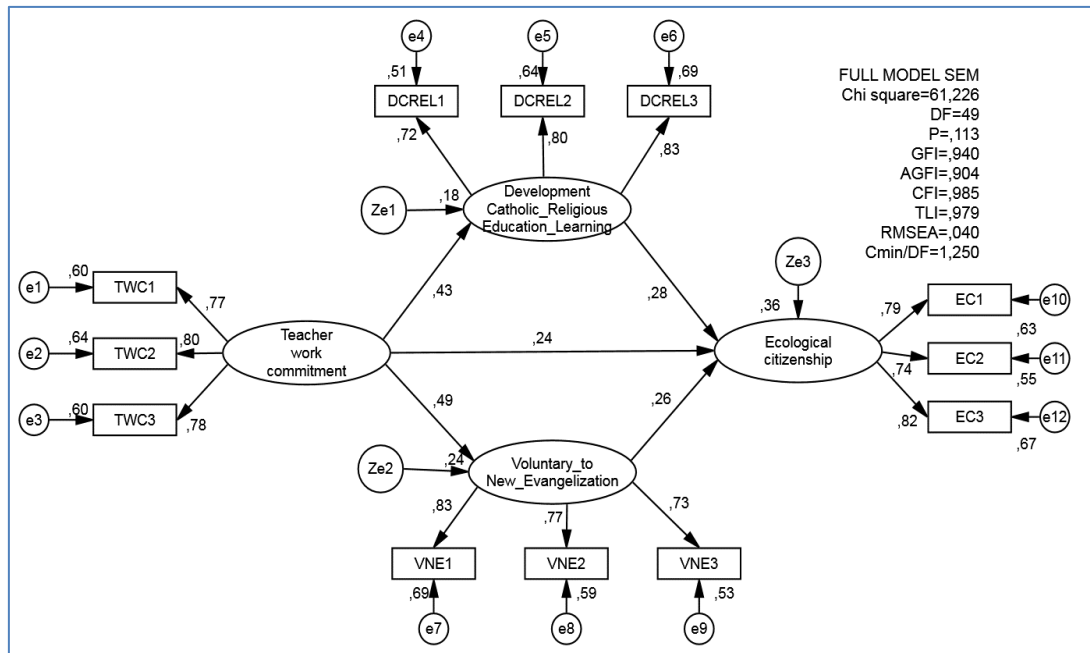


Figure 2. Full Model of the Result of SEM Analysis

(Source: Primary data management result, 2021)

Table 5. The Regression Result of SEM Analysis

Causality		Std Estimate	S.E.	C.R.	P
Catholic Religious Teaching-Learning	← Teachers' working commitment	.426	.077	4.248	***
Voluntary to New Evangelization	← Teachers' working commitment	.495	.074	4.853	***
Ecological citizenship	← Development of Catholic Religion Education Learning-learning	.278	.127	2.660	.008
Ecological citizenship	← Voluntary to New Evangelization	.261	.138	2,430	.015
Ecological citizenship	← Teachers' working commitment	.245	.102	2.239	.025

Source: Primary data management result, 2021.

4.3. Hypothesis Testing

4.3.1. Hypothesis 1 Testing

Data in Table 4 showed that teachers' working commitment affects significantly the Catholic religious teaching-learning as the value of CR coefficient = 4.248 > table = 1.654, and sig.t = *** (<0.01) < 0.05. The result demonstrates that

improving teachers' working commitment will significantly improve Catholic religious teaching-learning process in the elementary schools of Flores Timur Regency, Indonesia. It infers that the higher teachers' working commitment, the better Catholic religious teaching-learning process in the elementary

schools of Flores Timur Regency, Indonesia and vice versa.

The willingness of Catholic religious education teachers to implement *Laudato Si* in the elementary schools of Flores Timur Regency, Indonesia, led them to work tirelessly to establish an effective teaching-learning system that would allow students to understand the importance of keeping the planet earth and the entire environment safe and comfortable for the good of all. The findings are consistent with the findings of Crosswell and Elliot (2004), who stated that committed teachers constantly explore their ability to develop innovative learning-teaching strategies and encourage students to actively participate in teaching learning process. The findings are also consistent with the findings of Shuttleworth and Wylie (2019), who stated that committed teachers will tirelessly carry out teaching-learning activities to develop students' environmental knowledge, attitudes, and spiritual discipline to care for the planet earth and the entire environment.

4.3.2. Hypothesis 2 Testing

Data in Table 4 showed that teachers' working commitment affects significantly teachers' voluntary to new evangelization as the value of CR coefficient = 4.853 > table = 1.654, and sig. $t = ***$ (<0.01) <0.05 . The result demonstrates that improving teachers' working commitment will significantly improve teachers' voluntary to new evangelization in the elementary schools of Flores Timur Regency, Indonesia. It infers that the higher teachers' working commitment, the greater teachers' voluntary to new evangelization in the elementary schools of Flores Timur Regency, Indonesia, and vice versa.

The primary goal of evangelization is to spread the Good News of Jesus through words and actions (Peña, 2012). The Church expects her Catholic religious teachers to teach not only as ecclesial ministers, but also as agents of the new evangelization, being animated by the Gospel to help students see all humans and other creatures through the lens of Christian faith (Spesia, 2016). In this point of view, Catholic religious education teachers should demonstrate the dynamic seed of the Gospel and seek to keep students accepting the Catholic Church's teaching on the importance of keeping the planet

earth and the entire environment safe and suitable for all livings. The finding is in line with Serin's (2017) and Cross and Elliott's (2004) research finding that teachers who love and commit to their work of teaching have a passion and enthusiasm in putting the teachings of Jesus Christ at the center of pedagogy to encourage students to learn diligently for a better achievement.

4.3.3. Hypothesis 3 Testing

Data in Table 4 showed that teachers' working commitment affects significantly students' ecological citizenship with the value of CR coefficient = 2.239 > table = 1.654, and sig. $t = 0.025$ (<0.01) <0.05 . The result demonstrates that improving teachers' working commitment will significantly improve students' ecological citizenship. Conversely, decreasing teachers' working commitment will significantly decrease students' ecological citizenship. It infers that the higher the teachers' working commitment, the greater students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia, and vice versa.

Teachers' commitment to teaching is closely connected to their effort of creating an effective route to the development of teaching practice for which students improve their abilities for better achievement (Firestone & Pennell, 1993). Teachers' commitment to teaching, according to Altun (2017), gives a new way of teaching to the Catholic religious education teachers to help students develop their learning experience. Altun (2017) further stated high-committed teachers have the potential to provide students with innovative teaching-learning strategies that may lead to better attainment.

The Catholic religious education teachers in the elementary schools of Flores Timur Regency, Indonesia, work tirelessly to improve students' understanding of the dangers of environmental degradation and to encourage students to behave and act responsibly toward the planet and the entire environment. The finding is in line with Olsen et al.'s (2020) argument that teacher professionalism increases students' ecological citizenship.

4.3.4. Hypothesis 4 Testing

"Ecological education should always be aimed at imbibing ecological citizenship" (Seño, 2018: 6). Data in Table 4 showed that Catholic

religious teaching-learning process affects significantly the ecological citizenship with the value of CR coefficient = 2.660 > table = 1.654, and $\text{sig.t} = 008 (<0.01) <0.05$. The result demonstrates that improving the quality of the Catholic religious teaching-learning process will significantly improve the ecological citizenship of students studying in the elementary schools of Flores Timur Regency, Indonesia. Conversely, decreasing the quality of the Catholic religious teaching-learning process will significantly decrease the ecological citizenship of students studying in the elementary schools of Flores Timur Regency, Indonesia.

The result of this study indicates that the better quality of the Catholic religious teaching-learning process, the better ecological citizenship of students studying in the elementary schools of Flores Timur Regency, Indonesia. Catholic religious education teachers are called to facilitate the awakening of students' consciousness to what is going on in the planet earth, 'our common home', and to inspire students to share a genuine love for their fellow humans and all other creatures. The result is in line with Paraskeva-Hadjichambi et al.'s (2020) research finding that teaching-learning activities can promote critical thinking, knowledge, and understanding of the environment.

4.3.5. Hypothesis 5 Testing

Data in Table 4 showed that teachers' voluntary to new evangelization affects significantly students' ecological citizenship with the value of CR coefficient = 2.430 > table = 1.654, and $\text{sig.t} = 015 (<0.01) <0.05$. The result demonstrates that increasing voluntary to new evangelization will significantly increase students' ecological citizenship. Conversely, decreasing voluntary to new evangelization will significantly decrease students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia. It infers that the greater voluntary to new evangelization, the better students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia, and vice versa.

To raise students' awareness of the importance of keeping the planet earth and the entire environment cleaner and greener for the good of all, it is necessary to strengthen students' ecological citizenship through voluntary to new evangelization activities. The Pope Francis'

encyclical *Laudato Si* invites Catholic religious education teachers in the elementary schools of Flores Timur Regency to tirelessly educate students on ecological virtues based on Catholic teaching and the link between social justice and environmental protection. The findings are consistent with Bryndin's (2020) research finding that voluntary to new evangelization promotes God's love and compassion for all of His creation, allowing students to have compassion for and solidarity with all the creatures (Doak, 2020; Sultmann & Brown, 2014).

5. Conclusion

The conclusion depicted from the result of data analysis are the following: (a) Catholic religious education teachers' working commitment affects significant positively their teaching-learning process; (b) Catholic religious education teachers' working commitment affects significantly positively their voluntary to new evangelization; (c) Catholic religious education teachers' working commitment affects significantly positively students' ecological citizenship; (d) Catholic religious teaching-learning process affects significantly positively students' ecological citizenship; and (e) teachers' voluntary to new evangelization affects significantly positively students' ecological citizenship in the elementary schools of Flores Timur Regency, Indonesia.

With the students at the center of school improvement, the findings are practically critical for the Catholic religious education teachers to help students recognize that environmental stewardship entails recognizing the role that each of us plays in the careful use of the planet's resources. Mandated by the Pope Francis' encyclical *Laudato Si*, the pivotal role of Catholic religious education teachers in equipping students with the deepest ecological ethics is necessary to address God's call to care for all creations. Through their voluntary to new evangelization, Catholic religious education teachers work tirelessly to encourage students to properly treat the planet earth and the entire environment. Since none of previous studies, to the best of our knowledge, has empirically investigates the effect of teachers' working commitment, Catholic religious teaching-learning process, and teachers' voluntary to new

evangelization on students' ecological citizenship, the findings may hypothetically add the existing body of knowledge on this topic by providing a valuable information from the real context of Flores Timur Regency, Indonesia.

This study is limited from both samples and territory. To the number of samples, this study only dealt with 147 Catholic religious education teachers; while to the range of territory, this study was only conducted in the elementary schools of Flores Timur Regency. Therefore, the result of this study should be strictly interpreted in generalizing the findings. To generalize the findings, future research on this topic within a wider range of territory and a big number of samples would be fully recommended.

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