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Environment, youth, and policy-making discussion: A conversation analysis on *Think Policy*'s YouTube channel

Abstract

This study will focus on three videos on YouTube which mainly discuss the climate crisis and environment published by *Think Policy*, an organization that addresses public policy-making in Indonesia. It employs Conversation Analysis to explore how the conversation talks from YouTube videos can show context and explain the importance of the environment, sustainability, and policy-making related to them. The analysis centres around the chunks of conversations that convey: 1) the critical views of environmental activists towards public policy and conditions regarding climate crisis, environment, and sustainability in Indonesia; 2) the educational purpose which raises the youngsters' awareness towards environmental issues; 3) the agreement and disagreement of environmental activities regarding climate crisis issue in general. The result shows that through its YouTube talks and building upon the lack of public discussion centring around environmental issues in Indonesia, Think Policy can be seen as a social agent organization that functions to spread awareness of environmental issues to a wider range of audiences through environmental and policy-making discussion regardless of their age and views on social or politics.

Keywords: conversation analysis, climate crisis, environment, Indonesia, YouTube videos.

Środowisko, młodzież, i dyskusja na temat kształtowania polityki: Analiza konwersacji *Think Policy* na kanale YouTube

Streszczenie

W artykule omówiono badanie obejmujące analizę trzech filmów poświęconych głównie zagadnieniom kryzysu klimatycznego i środowiska, opublikowanych w serwisie YouTube przez Think Policy, organizację zajmującą się kształtowaniem polityki publicznej w Indonezji. Za pomocą analizy konwersacji zbadano, w jaki sposób rozmowy z filmów na YouTube mogą pokazać kontekst i wyjaśnić znaczenie środowiska, zrównoważonego rozwoju i powiązanego z nimi

kształtowania polityki. Analiza koncentruje się wokół fragmentów rozmów, które przekazują: 1) krytyczne poglądy działaczy na rzecz ochrony środowiska na temat polityki publicznej i warunków dotyczących kryzysu klimatycznego, środowiska i zrównoważonego rozwoju w Indonezji; 2) cel edukacyjny, podnoszący świadomość młodzieży w zakresie zagadnień środowiskowych; 3) zgodność i brak porozumienia w zakresie działań środowiskowych w odniesieniu do kwestii kryzysu klimatycznego w ogóle. Uzyskane wyniki pozwalają wnioskować, dzięki rozmowom na YouTube i na podstawie braku publicznej dyskusji skupiającej się wokół kwestii środowiskowych w Indonezji, że *Think Policy* można postrzegać jako organizację społeczną, której celem jest szerzenie świadomości zagadnień środowiskowych wśród szerszego grona odbiorców poprzez działania na rzecz ochrony środowiska i dyskusji na temat kształtowania polityki, niezależnie od ich wieku i poglądów społecznych lub politycznych.

Słowa kluczowe: analiza rozmów, filmy na YouTube, Indonezja, kryzys klimatyczny, środowisko.

Introduction

The internet has become a medium that can easily connect many actors from various activism to build networks by creating discussion forums online[1]. Even though online discussions and social networks related to climate change are somehow not well discussed enough, they have the potential to serve as public discourse as they can influence the audience's attitude[2]. The discussions and talks that are available online will be easily accessed by a wider audience which has become significant for organizations to integrate with digital media. Thus, they can reach a larger audience and persuade them to participate in important debates, particularly regarding the urgency of environmental issues and climate crisis. Apart from the public sphere, social media is indeed a potential 'alternative sphere' where people can create and discuss many social issues, including spreading awareness of global warming and other environmental problems[3].

Luedecke and Boykoff[4] argued that social media provides more opportunities for social actors to produce and distribute content that may form a public agenda which is important for the environmental discourse. Non-profit organizations, governmental institutions, think tanks, and grassroots communities are examples of social actors

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[1] W. Bennett, *Communicating global activism*, „Information, Communication & Society" 2003, No. 2, pp. 143–168; R. Sandoval-Almazan, J.R. Gil-Garcia, *Towards cyberactivism 2.0? Understanding the use of social media and other information technologies for political activism and social movements*, "Government Information Quarterly" 2014, No. 3, pp. 365–378, pp. 771–792; B. Cammaerts, *Social media and activism*, "Journalism" 2015, pp. 1027–1034.

[2] H.T. Williams, J.R. McMurray, T. Kurz, F.H. Lambert, *Network analysis reveals open forums and echo chambers in social media discussions of climate change*, „Global Environmental Change" 2015, No. 32, pp. 126–138.

[3] G. Luedecke, M.T. Boykoff, *Environment and the media*, „International Encyclopedia of Geography: People, the Earth, Environment and Technology" 2017, pp. 1–8; M.K. Kidwai, Seema, *The role of social media in spreading environmental awareness* [in:] *Social media: Divergent Paradigm*, S. Singh Bajwa, The Readers Paradise, Delhin 2021, pp. 36–51; A. Scherman, S. Valenzuela, S. Rivera, *Youth environmental activism in the age of social media: the case of Chile (2009–2019)*, „Journal of Youth Studies" 2022, No. 6, pp. 751–770.

[4] G. Luedecke, M.T. Boykoff, *Environment and the media...*, pp. 1–8.

that can influence and shape the public's perspective regarding issues such as climate crisis and environmental sustainability through social media. Moreover, social media platforms like YouTube have been utilized to spread news, information, and awareness, especially in countries with high social media users like Indonesia. Nowadays, YouTube is not only aimed at showing entertaining videos but also establishing a new category of interaction by shaping new and innovative ways of audience engagement[5]. Thus, it seems that YouTube has evolved into an important platform that governmental and non-governmental organizations can use to produce videos that aim to educate and raise audience awareness about environmental issues

This paper proposes to analyse the environment and climate crisis discussion on the YouTube channel of *Think Policy* (TP), one of the Indonesia influential forums that discuss policy in Indonesia. By applying conversation analysis, we select three videos that feature two Indonesian female environmental activists who give talks and discussions about environmental issues, mainly focusing on the situation in Indonesia. Benson[6] argued that "[…] in spite of evident differences from spoken conversations, YouTube pages are products of social interactions that can be analysed using tools designed for analysis of the structures of spoken interaction" (p. 82). According to thinkpolicy.id website, it started in 2019 as an online space for public policy discussion and evolved into a social enterprise in 2021 that strives to establish a forum for cross-sector learning, discussion, and cooperation, advancing evidence-based public policy and empathy. TP also has a YouTube channel that not only delivers recorded videos of their activities, such as boot camps, workshops, and conference programs, but also creative videos that discuss policies in general, critical thinking, and environmental issues awareness. Looking at their missions as a forum platform, TP seems eager to contain and cover fascinating programs that are very useful for young people to include themselves in policy making including by releasing these resourceful videos that are easily accessed on YouTube.

Conversation analysis in broadcast talks

Sacks, Schegloff, and Jefferson[7] set the initial path of Conversation Analysis (CA) by observing natural conversations via tape recordings and identifying the models of turn-taking. Such models have shed light on how people recognized that it was their turn to talk or that they were expected to talk after a prior speaker. Moreover, in its development, CA is also applied for analysing video (visual) conversations and conversations

[5] S. Duman, M.A. Locher, *'So let's talk. Let's chat. Let's start a dialog': An analysis of the conversation metaphor employed in Clinton's and Obama's YouTube campaign clips*, „Multilingua" 2008, No. 27, pp. 193–230.

[6] P. Benson, *YouTube as text Spoken interaction analysis and digital discourse* [in:] *Discourse Analysis and Digital Practices: Doing Discourse Analysis in the Digital Age*, eds. R.H. Jones, A. Chik, C.A. Hafner, Routledge, Taylor and Francis Group, London 2015.

[7] H. Sacks, E.A. Schegloff, G. Jefferson, *A simplest systematics for organization of turn-taking for conversation*, „Language" 1974, No. 4, pp. 696–735.

through computer-mediated and online interaction[8]. Peräkylä[9] provided numerous examples of applying conversation analysis which included the agree-disagree conversation, telling and receiving news, and advice-giving conversations. Thus, conversation analysis seems to be adequate to be applied in texts that are based on videos, media transcripts, or newspapers, thus, this methodology is desired to describe and understand the intention and implication within a particular context. CA is also used in academic research related to interactions between health practitioners and patients utilizing both traditional and video conversations[10]. Liddicoat[11] also states that it is not uncommon to start a conversation analysis without a research question or hypothesis: it is rather data-driven, and thus, researchers work from data to theory. The goal is to reveal a systematic general feature from selected examples. The present study also approaches the data in a way that enables authors to derive new perspectives from the videos. Some chunks of conversations are chosen to figure out whether the videos have a set of procedures occurring repeatedly or not with particular aims.

Furthermore, the conversations in the videos can be considered similar to broadcast talk. Tolson[12], in his article about YouTube makeup tutorial videos, utilized such a method in analysing communicative practices by analysing video transcript talks and observing its discursive conversations then comparing the differences between YouTube practices and traditional broadcast talks. Moreover, Hutchby[13] explains three points that determine broadcast talk. First, it is a talk that shows direct relations with the style of ordinary conversation. Despite the closeness with ordinary conversation, the second characteristic refers to the form of discourse, which should be considered as an institutional form. The third characteristic is regarding the benefit that the talk gives to the overhearing audience. In the mainstream media such as TV or radio, such conversations can be in the form of interviews, where a news anchor asks a set of questions to a guest that is considered to have the authority to answer the questions.

As mentioned above, the characteristics of broadcast talk fit to describe the videos being researched in this paper, although in terms of the platform, the three videos by Think Policy are dissimilar to the interview between the "host" and guest speakers

[8] S. Samrose, W. Chu, C. He, Y. Gao, S.S. Shahrin, Z. Bai, M.E. Hoque, *Visual cues for disrespectful conversation analysis*, „8th International Conference on Affective Computing and Intelligent Interaction (ACII)" 2019, pp. 580–586; J. Meredith, *Conversation analysis and online interaction*, „Research on Language and Social Interaction" 2019, No. 3, pp. 241–256.

[9] A. Peräkylä, *Conversation analysis*, „Qualitative Research Practice" 2004, No. 18, pp. 165–179.

[10] C.J. Koenig, J.D. Robinson, *Conversation analysis: Understanding the structure of health talk* [in:] *Research Methods in Health Communication*, ed. B.B. Whaley, Routledge, New York 2014; J. Bickerton, S. Procter, B. Johnson, A. Medina, *Socio-phenomenology and conversation analysis: interpreting video lifeworld healthcare interactions*, „Nursing Philosophy" 2011, No. 4, pp. 271–281.

[11] A.J. Liddicoat, *An introduction to conversation analysis*, Bloomsbury Publishing, London 2022.

[12] A. Tolson, *A new authenticity? Communicative practices on* YouTube, „Critical Discourse Studies" 2010, No. 4, pp. 277–289.

[13] I. Hutchby, *Media Talk: Conversation analysis and the study of broadcasting*, Open University Press, Berkshire 2006.

in a news program or political talk show. Heritage[14] suggests that there is a set of procedures applied in formal news interviews, as well as the purpose of production for overhearing the audience. The videos follow certain formalities similar to that of news interviews, and they are also published for non-presence audiences. In TP videos the guest activists and other speakers have full control over the show and the crew which is assumingly as "the host" does not appear on the video, unlike the news interview on TV where the hosts are present to directly ask questions and give their opinions, instead, the guest speakers here are only given cues and their reaction is recorded without presenting the interaction between the "host" and them.

Method of the study

Of all the videos publicly published by Think Policy, three videos became the focus of this paper which showed two Indonesian female environmental activists: Gita from *Asosiasi Pemkab* (G) and Melissa (M). These videos were selected as they were created in casual talks yet educational format which were also presented by the same speakers. In addition, these three videos were watched by more than 600 to thousand viewers, higher than other videos on Think Policy channel. Moreover, conversation analysis is applied to these three public videos by analysing the talks about environmental and social issues in Indonesia. This paper aims to describe the environmental and social issues that are discussed in the videos, to give the details of the involvement of youngsters participating in the discussions, and to evaluate the perspectives of environmental activists towards policy making in Indonesia. However, the comments from the audience that resulted from these three videos will not be included and analysed since we only focus on the content of the videos.

Discussion and analysis
between "tweets" and insightful responses on environmental issues

In the video titled "Aktivis dan Asosiasi Pemkab Baca Cuitan Netizen Tentang Isu Lingkungan" (*Activists and Asosiasi Pemkab Read the Tweets of Netizens*), the speakers tried to give critical yet insightful responses from another social media platform (Twitter, now X) that connected to the environmental policies and disasters occurred in Indonesia. In addition, this video seemed to have a similarity with the popular trend of "YouTube Reaction" to gain visibility by giving responses and reacting to other tweets from different social media platforms has become a trend among social media

[14] J. Heritage, *Analyzing news interviews: aspects of the production of talk for an overhearing audience* [in:] *Handbook of discourse analysis*, ed. T. van Dijk, Academic Press, London 1985.

users[15]. There are several environmental issues in Indonesia mentioned in this video clip. For example, their responses to a tweet by someone with a considerable number of followers complaining about a group of people who diverted the issue of the heavy flood disaster to the political election issue.

From extract (1.1), they believed that environmental issues, in fact, related to politics. In the video, one of the activists mentioned that flooding has become one of the major disasters in Indonesia which is partly due to poorly designed policy. Therefore, it is undeniable to talk about environmental issues without talking about politics as stated by M (extract (1.1), line 1). Likewise, G believed that people should emphasize more on the characteristics of the politicians and choose who will be more responsible in the election since the policies that are created by them can affect flood mitigation efforts (extract (1.1), line 2). The point was concerned with the impact of policy addressed by the political leaders who decided it.

Extract (1.1)

(1) M : Memang alasan dari banjirnya itu gara-gara ketidakbijakan. Jadi ya mau ga mau harus balik ke politik sih.
(Indeed the problem with the flood is caused by ill-consideration. Unavoidably, we still have to take politics into account.)

[the video switched]

(2) G : Memang jadi penting melihat karakteristik pemimpin mana yang memprio-ritaskan lingkungan dan paralel juga pengen mensejahterakan masyarakat.
(Indeed it becomes important to examine the leader's characteristics, whether she/ he prioritizes environmental issues, and at the same time improves the society's welfare.)

From the conversation above, the speakers brought out the flood topic that occurs in Indonesia during the rainy season. However, it is considered a 'common situation' and some Indonesian people think that it is inevitable to solve this. Here, the speakers wanted to emphasize that it could be prevented by providing better policy-making and by choosing compatible leaders who focus on societal and environmental improvement. In addition, collective strategic actions and policy coordination done altogether by government, local leaders, and private organizations are effective in preventing and mitigating disaster risks[16].

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[15] C. Carrêlo, *The Popular Phenomenon of YouTube Reaction Videos: A Case Study on 'REACT'*, 2023, https://mau.diva-portal.org/smash/get/diva2:1775163/FULLTEXT02.pdf (accessed on: 12.12.2023).

[16] B. Kusumasari, Q. Alam, *Bridging the gaps: the role of local government capability and the management of a natural disaster in Bantul, Indonesia*, „Natural Hazards" 2012, No. 60, pp. 761–779.

Extract (1.2)

(1) M   : Well... aku banyak ketemu orang SJW sih. Memang yang salah bukan
              sawitnya. Eh. yang salah ya cara-cara bisnisnya untuk memperbesar
              lingkup perkebunan sawitnya dan lain-lain. And anyway, emang iya gitu
              sawit digunakan untuk sabun dan gorengan doang. Sawit yang sekarang
              (di) Indonesia sih kita di push push banget untuk biodiesel ya, yang ga
              dibutuhkan juga sebenernya.
              *(Well... I have met a lot of SJW (social justice workers). Indeed, oil
              palm is not the one to blame. What is wrong is how the business is run
              to expand the oil palm plantation. And anyway, is it really true that oil
              palm is only used for soap and "gorengan" (typical Indonesian snacks
              fried in oil)? In Indonesia, palm oil is actively promoted to be used for
              biodiesel, which is quite unnecessary.)*

    In extract (1.2), the problem with palm oil, along with the related environmental
actions, underpinned the urgency of the energy transition from fossil fuels to other more
sustainable energy sources. In the video, they also encouraged people to learn more
about renewable energy and said that it would take a long time for the process to be fully
completed in the transition to clean energy. However, a shift towards renewable energy
is a complex, multi-dimensional policy goal that involves national and subnational actors
within a multi-level governance system, especially in heavily decentralized countries
like Indonesia[17]. Therefore, the role of activists in a format of responding to tweets
from Twitter/X's users was not only limited to just giving reactions and concerns
about environmental issues, but they tried to provide the solution and propositions,
for instance regarding the leaders' characteristics or qualities in the political arena
and the issue of sustainable energy. It may also be advantageous because they offer
an insightful approach, implying that Indonesian politicians and leaders should be
thoughtful and exert effort in resolving the climate crisis.

Involving youth in climate crisis discussion

Young people have been one of the crucial elements when we discuss activism
and movements. The young activists are far less numerous nowadays but the impact
of their actions is no less considerable, especially in the context of enduring crisis, with
recovery depending on stability[18]. Subsequently, youth are developing their political
socialization through their experiences, whether their experiences are discussing

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[17] J. Marquardt, *A struggle of multi-level governance: promoting renewable energy in Indonesia*,
„Energy Procedia" 2014, No. 58, pp. 87–94.
[18] Y. Sastramidjaja, *Indonesian Youth and Islamic Revival*, „ISIM Newsletter" 2022, No. 9(1),
pp. 15–15.

political issues or socio-political activities[19]. For example, young climate activists from around the world can personify the force about their everyday practices in their homes, schools, and local communities to respond to environmental concerns[20]. Youth environmental commons activism can address the interconnections between issues of justice and the systems of oppression that create them[21]. For example, when they participate in talks and discuss environmental policies that can bring changes to society.

The video titled "Aktivis dan Asosiasi Pemkab Menjelaskan Istilah Iklim ke Anak Sekolah" (*Activists and Pemkab Association Explained Climate Terms to Students*) discussed the important terms of environmental issues towards a high school and an elementary school student. Selecting a high school student and a child, we argue, is a way to teach the youngsters as early as possible about the climate crisis, possibly encouraging youth to involve themselves in environmental preservation. This type of casual conversation talk is useful for educating and introducing youths to the climate crisis and sustainability. Moreover, the video is structured in sections where the youngsters are asked about the terms "climate crisis", "carbon footprint", "mitigation and adaptation", "renewable energy", and "circular economy". Starting with the first term "climate crisis", the video only shows the conversation between G and a high school student named Shafira (SH). When G asked SH what she knew about climate change, SH could describe the effects of climate change (extract (2.2)). Although in the beginning, she was doubtful about her answers, G could lead her to observe her surroundings even deeper by posing simple and engaging questions. As shown in extract (2.1), G also inserted a familiar catchphrase from a popular show in Indonesia, which could make SH feel more comfortable in expressing her opinion.

Extract (2.1)

(1) G   : Hari ini aku pengen ngobrol-ngobrol terkait beberapa istilah yang biasanya dipakai kalau kita lagi ngobrolin topik perubahan iklim.
(Today I want to talk about some terms that are usually used when we talk about climate change.)

[**The video shifted to a short opening "Krisis Iklim" (literal meaning: "Climate Crisis").**]

(2) SH   : Perubahan iklim
(climate change)

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[19] J. Earl, T.V. Maher, T. Elliott, *Youth, activism, and social movements*, „Sociology Compass" 2017, No. 4.

[20] M. Skovdal, M.C. Benwell, *Young people's everyday climate crisis activism: new terrains for research, analysis and action*, „Children's Geographies" 2021, No. 3, pp. 259–266.

[21] E. Gallay, J. Lupinacci, C.S. Sarmiento, C. Flanagan, E. Lowenstein, Youth environmental stewardship and activism for the environmental commons, "Contemporary Youth Activism: Advancing Social Justice in the United States" 2016, p. 113–134.

(3) G   : Bisa… [**nodded her head**] bisa jadi bisa jadi bisa jadi.
            (It can be… it can be it can be it can be)

[**Both were laughing**]

(4) G   : Jadi gimana kalau menurut *SH*?
            (So what do you think, SH?)

(5) SH   : Perubahan cuaca yang enggak terkendali mungkin? [**lightly raised her
            intonation at the end of the sentence**]
            (Perhaps it's uncontrollable weather?)

(6) G   : Bisa jadi. Ada lagi? Ada lagi? [**waving her hands to encourage SH to say
            more**]
            (It can be. Anything else? Anything else?)

Going further into the discussion of "climate crisis", G kept encouraging the teenager to explain what she knows about climate issues in simple ways, such as hanging her words to let SH continue her sentences (extract 2.2, line 2) and asking stimulating questions that helped SH exercise her critical thinking (extract 2.2, line 4 and 6). In this way, SH could mention some specific examples of global warming effects. She said that the ongoing melting of polar ice will result in rising water levels and become a threat to the habitats of the animals there (extract 2.2, line 7). Moreover, she answered a question that was specifically related to the effects of global warming in Indonesia, explaining that global warming could cause irregular weather patterns and decrease crop production. What she said indicates that she was aware of the significant and underlying issues regarding our climate.

Extract (2.2)

(1) SH   : Masalah-masalah yang terjadi di iklim kita
            (The problems that are happening in our climate)

(2) G   : Seperti masalah [**hanging on her words**]
            (The problem is like)

(3) SH   : Perubahannya terlalu drastis
            (The change is too dramatic)

(4) G   : OK. Jadi perubahan-perubahan yang terlalu drastis. Kalau menurut Shafira
            sendiri perubahan yang terlalu drastis dari suhu itu efeknya apa sih?
            *(OK. So the changes are too dramatic. In Shafira's opinion, what
            is the effect of the dramatic change of temperature?)*

(5) SH : Eh... jadi ada pemanasan global
      (Uh... there is a global warming)

(6) G : Kalau ada pemanasan global apa yang **(she said something unclear)** maksudnya kenapa sih kalau panas? Ya udah sih gitu.
      *(If there is global warming what is **(she said something unclear)** I mean so what if it is hot?)*

(7) SH : Kalau misalkan es yang ada di kutub itu mencair terus, permukaan air jadi naik, terus juga jadi habitat hewan di sana jadi kurang bagus.
      (If the ice in the poles keeps melting, the water level will increase, and then the animals' habitats there will be devastated.)

(8) G : Kalau buat di Indonesia?
      (How about (the effects) on Indonesia?)

(9) SH : Kalau buat di Indonesia, cuacanya jadi ga teratur kan terus eh... yang tadi tanaman, panennya jadi kurang baik, jadi berkurang.
      (For Indonesia, the irregular weather would occur um... the crop production is poor in quality and quantity.

To support the student's statements about the effects of global warming that can happen in Indonesia, she also added that the climate crisis hindered many aspects of human lives such as food cultivation, health, and viability. Furthermore, the next term discussed is "carbon footprint" where the video showed a little girl named Freya (FR) and M. When M asked FR whether she was familiar with the term "carbon footprint", it was clear that FR had never heard of the term before. It can also be seen that she was struggling to pronounce the word "*jejak karbon*" ("carbon footprint") (extract 2.3, line 1). These particular conversations about the climate crisis and environmental issues, and introducing specific terminologies that might not be familiar among youths, are quite vital to raising awareness and educating youth and children. For example, when they discussed the definition of carbon print (extract 2.3 and 2.4), those two activists explained in simple terms how carbon prints were produced by vehicles and factories, as well as emissions that resulted from production and consumption processes.

However, after the activist tried to explain what the term is, FR immediately calls the smoke emitted by cars as a "fart" as shown in extract (2.3), line (5). This indicates that a little kid could perceive things as problems when they are brought to her attention, especially if these things are present around her. Moreover, the activist excluded unfamiliar terms or examples that could confuse the kid. She also used simple sounds and visuals to help the kid understand the environmental problems. The approach of simplifying the concept of climate crisis shown by the activist in the video illustrates the effectiveness of engaging young minds, particularly when combined with fun and practical activities.

Extract (2.3)

(1) FR : Ja… jejak karbon? [**struggled to pronounce "jejak karbon"**]
(Carbon footprint?)

(2) M : What is jejak karbon?
(What is the carbon footprint?)

(3) FR : Enggak
(No)

(4) M : Pernah liat nggak asep keluar dari mobil? Polusi udara? Pernah liat kan? Jadi mobil jalan, terus di belakangnya kaya prapapapapap [**used her hands to visualize the smoke**]
(Have you ever seen smoke coming out of a car (car's exhaust)? Air pollution? You have seen it, haven't you? So a car is going (on the road), then there is something like prapapapapap)

(5) FR : Kayak kentut [**interrupted M and raised her voice**]
(It's like a fart)

(6) M : Kayak kentut. Bener. Mobilnya kayak kentut. [**smiled at FR's analogy**]
(It's like a fart. Correct. The car seems to fart.)

By involving teenagers and children to discuss some issues, putting them in a casual setting, and introducing them to new terms of environment can be a good starting point to educate and invite them to participate in more critical topics, such as the climate crisis. For example, giving them factual instances can increase their understanding of climate issues and cultivate a greater sense of care for their surroundings, such as having them participate in outdoor activities related to ecological biodiversity preservation[22], and allowing them to do simple experiments that can explain the complex concepts of climate issues, e.g. greenhouse effect, ozone depletion, and more[23]. Likewise, fostering their engagement in public discussion and sharing it through the internet can not only raise their awareness but also the possibility of them taking action to mitigate the climate crisis. Knowledge of youth development should be used to prepare today's youth to meet the challenges they face in their personal lives, society, and the global community[24], including the fight against the climate crisis that also affects their lives,

[22] A. Turner, J. Wilks, *Whose voices? Whose knowledge children and young people's learning about climate change through local spaces and indigenous knowledge systems*, „Children's Geographies" 2022, No. 10, pp. 1–7.

[23] A.M. Azul, C.S. Reis, *Climate change: doing little can change a lot! children's knowledge-action about climate principles and effects* [in:] *Handbook of Climate Change Communication*, eds. W.L. Filho, E. Manolas, A.M. Azul, U.M. Azeiteiro, H. McGhie, Springer, Cham 2018.

[24] R.M. Lerner, C.B. Fisher, R.A. Weinberg, *Toward a science for and of the people: Promoting civil society through the application of developmental science*, „Child Development" 2022, No. 1,

too. Working with youths on environmental participation is one method of preparing adolescents to have the potential to elucidate environmental problems and hopefully become future environmentalists.

Perspectives on the climate crisis and environmental policymaking

The climate crisis has become a complex problem with several facets, requiring everyone to work together as a global society to find a solution. For instance, to make environmental action to be inclusive, it is essential to provide video material and engage youngsters to participate in it. Furthermore, reaching 'a mutual understanding' in facing environmental problems is also important, as shown in the third video "Setuju atau Nggak Setuju? Reaksi Aktivis vs Asosiasi Pemkab tentang 8 Pernyataan Krisis Iklim" *(Agree or Disagree: Activist and Asosiasi Pemkab's Reaction to Statements About the Climate Crisis).* There are eight statements given to the two activists, prompting them to express their opinions and take their stance on each statement which consisted of 'common beliefs' going around the society, especially in the Indonesian context. Each activist was given a board that either side had a check (✓) indicating their agreement or a cross (x) indicating their disagreement. By showing one side of the board as their response to each statement, viewers could grasp the message more clearly without having to overanalyse their answers.

For example, the video starts with a statement: "Krisis Iklim tidak terhindarkan. Lebih baik siap-siap adaptasi aja." (*Climate crisis is inevitable. It is better to be ready for adaptation).* Showing the cross sign on their boards, both activists disagreed with the statement. As shown in extract (3.1) they were obviously on the same boat, adding to each other's opinion to support that the climate crisis is preventable. M said directly that the climate crisis can be prevented as the main causes come from excessive, exploitative human activities leading to the increasing amount of greenhouse emissions. G added to M's statement and highlighted her perspective on what kind of adaptation humans can do, especially in the wake of scientific studies and regulations about the climate crisis.

pp. 11–20; L.R. Johnson, J.S. Johnson-Pynn, T.M. Pynn, *Youth civic engagement in China: Results from a program promoting environmental activism*, „Journal of Adolescent Research" 2007, No. 4, pp. 355–386.

Extract (3.1)

(1) M   : Eh... yang pasti sih terhindarkan banget ya, karena memang eh... alasan dari krisis iklim ini juga aktivitas manusia yang sangat eksploitatif yang berlebih yang menghancurkan alamnya yang mengakibatkan emisi gas rumah kacanya berlebihan dan lain-lain.
(Uh... it is definitely preventable, because the cause of climate crisis is indeed exploitative, excessive human activities, which destroy the nature, emitting unreasonable greenhouse effect)

(2) G   : Iya... setuju banget sih kalau dari sisi adaptasi, sampai sejauh mana bisa beradaptasi gitu, apakah kita beradaptasi dengan oh yaudah berarti pasrah menyerah yaudah kita tenggelam aja belajar diving gitu kan [the scene seemed to be cut and move forward] kalau dari sisi bahwa masih bisa dihindari sebetulnya banyak langkah konkret yang betul-betul udah keliatan juga dari teori ada, dari sainsnya ada, dari perubahan sistem juga sebenernya caranya pun ada gitu. Tinggal gimana caranya masing-masing dengan pendekatan masing-masing gerak terus gitu. Kalau sekarang udah pasrah, yaudah sih siap-siap kita hangout sambil [interrupted by M]
(Yes, I agree when it comes to adaptation, how far we have been able to adapt, whether we adapt by giving up and letting us sink and learn to dive [the scene seemed to be cut and move forward] *speaking of prevention, there are in fact many tangible ways from the theoretical framework, the scientific research, and the changing system. Now it's about how we start to do something in our own ways, in own approaches, and keep doing it. If we choose to give up now, then we should get ready to hang out...* [interrupted by M]

Two other related statements in this video are worth noticing, namely "Isu krisis iklim adalah isu elit politik" *(Climate crisis issues are political elites' issues)* and "Yang bisa menyelesaikan isu krisis iklim adalah kelompok menengah atas" *(The ones who are able to solve the climate crisis is the upper middle class people).* In addition, on the previous video, the activist also explained the importance of replacing the term "climate change" with "climate crisis" due to the fact that the deteriorating climate condition keeps going. The changing of terminology, from "change" to "crisis", aimed to awaken and persuade society to collaborate in solving the degenerated situation. Considering environmental issues impact every aspect of human life, this kind of video conversation can be one of the strategies to raise awareness of such issues, especially when the type of discussion is not easily understood. As for the former statement, M disagreed but G agreed. Although their initial responses may appear to oppose each other, at the end of the section it can be seen that G added to M's opinion, proving that they were in the same boat with the same destination (extract (3.2)). By inviting

the two female environmental enthusiasts/activists to explain the real actions that all elements of society can do to address the climate issue, Think Policy has tried to make this talk open to everyone.

Extract (3.2)

(1) M : Kenapa harus dibikin elit? Kenapa kata-katanya harus dibikin sulit gitu? Padahal eh... kenyataannya tuh sangat simple gitu. Hutan jangan ditebang. Itu ngga susah.
(Why should it be made elite? Why are the words made to be difficult? In fact, uh... it is so simple. (For example) do not cut down forests.)

(2) G : Jadi mungkin bener tadi yang Melissa bilang. Terminologinya itu membuat seakan-akan isu lingkungan tuh terpisah dari isu pada umumnya gitu ya. Jadi ngga kepikiran oh ternyata manajer yang yang jurusan manajemen bisa kontribusi ke isu lingkungan, dokter juga bisa guru juga bisa, itu tuh belum kebayang.
(So perhaps what Melissa said is true. The terminology makes the climate issue be taken apart from other common issues. It never dawns on one's mind that oh a manager can contribute to the environmental issue, so do a doctor and a teacher. That doesn't cross one's mind yet.)

Mentioning the importance of using the correct terminology to be understood for all layers means that environmental issues are actually close to people's daily lives. Furthermore, by using this kind of method, the video seemingly wanted to show that although there is a possibility of different arguments on environmental issues topics, people from different backgrounds must collaborate and work together because the climate crisis cannot be solved solely through the efforts of the government and environmental activists.

Conclusion

Think Policy (TP) is a forum that attempts to contribute to ideas in policymaking in Indonesia and this organization is run by people who desire to include environmental issues as a crucial aspect. Using the conversation analysis for the discussion on TP's YouTube channel, this paper reveals that the delivery, and the interaction between hosts serve their purpose as social agents organization. From the three videos, the speakers' aim is not only to address problems but also to propose solutions to environmental problems in the socio-political contexts. This also shows digital participatory culture which is essential to encourage the public to adapt and cooperate with the government in realizing and solving many issues related to the climate crisis. As Chau

(2010) stated any kind of participation from producing, responding, or commenting on YouTube videos will be worthy of contributing to the development of civil society. Moreover, TP can be an agent to assist and contribute to resolving the problematic issue of the climate crisis by collaborating with all aspects and elements of the public and non-governmental sectors. Another highlight is that TP encourages gender equality in discussing and resolving the climate crisis, by bringing and positioning women as leaders to propose the critical discussion on environmental issues and advising public policies in a media forum. Thus, it is necessary to acknowledge that environmental activism cannot be separated from women's agency and women's empowerment. TP's videos also highlight that the involvement of government and scientists is as important as that of young people and all layers of communities through collaborative programs provided by government and activism movements. Overall, these kinds of videos are expected to provide impactful education and awareness to a wider audience that can persuade the attitude of Indonesian civil society towards the climate crisis and environmental issues.

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