The comparison of the attitude of caring to the environment among the student of adiwiyata school and non adiwiyata school

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Abstract. The Adiwiyata program is a program for realizing the school cares and cultured environment. Carried out based on the principle of educational, participatory, and sustainable. Interest Adiwiyata program to increase the capacity of the school to realize Adiwiyata school or schools concerned and cultured environment. The problem Adiwiyata school program do not necessarily have an attitude of care for the environment. Based on the description, the purpose of this study was to analyze the caring attitude of students to the school environment. The method used in this study are descriptive qualitative. The results of the study show that 1). In adiwiyata schools students' environmental care attitude is 72%, 2). Non adiwiyata school students have 70% environmental care attitude. The difference in the attitude of caring for the students in adiwiyata and non adiwiyata schools is not much different.

1. Introduction

The Adiwiyata program is a program to create a caring and cultured school. Adiwiyata program is implemented based on principles: educative; participatory; and sustainable. The aim of the adiwiyata program is to increase the capacity of schools to create an Adiwiyata School or a caring and cultured school. Adiwiyata schools have several environmentally sound policies, implement curriculum and environmental activities that have certain standards.

Regulation of the Minister of Environment of the Republic of Indonesia Number 05 of 2013 describes the purpose of adiwiyata development [4]. The explanation of the objectives of adiwiyata are: 1) increasing the capacity of schools to realize adiwiyata or caring and cultured schools; 2) increasing institutional capacity and human resources in managing adiwiyata programs; and 3) improve the achievement of adiwiyata management performance both in the province and in the district / city including the school and the surrounding community.

Based on the explanation from the Minister of Environment Regulation above, it can be interpreted as an adiwiyata program that aims to create good environmental conditions for schools and to be a place of learning and effective awareness for school residents, so that later they can take responsibility for rescue efforts environment in achieving sustainable development.

The attitude of caring for the existing environment is formed through the learning of creative Islamic education, discipline, responsibility, and cooperation in environmental management. Attitudes and behaviors that are formed through Islamic education have shaped environmental ethics and provide direct influence on students in interaction with the environment, and can be an example of learning in education in schools [3].

The teaching of environmental protection content in elementary and secondary schools in Serbia is largely focused on instilling knowledge about environmental issues, while formative, affective morals
and components of environmental education behavior are almost completely ignored. So that the formation of environmental values among students will make it possible to form a sense of personal environmental responsibility, which in turn can lead to the formation of pro-environmental intentions and ultimately pro-environmental behavior. Environmental education in schools in Serbia can effectively influence the formation of environmental values among young people and in turn establish environmental responsibility [6].

According to the Munadjat Danusaputro the environment is all objects and power and conditions, including human beings and their behavior, are in the space where humans are and affect their survival and human welfare. Understanding the environment according to Otto Soemarwoto about the environment is the space occupied by a living creature along with living and non-living things in which plants, animals, humans and microorganisms occupy certain spaces.

The environment according to Sambah Wirakusumah is that the environment is all aspects of biological external conditions, where living organisms and environmental sciences become the study of the environmental aspects of the organism. According to Emil Salim, the environment is defined as objects, conditions, conditions and influences contained in the space that we occupy and affect living things including human life. Whereas according to Soedjono the environment is a physical or physical environment found in nature. This understanding explains that humans, animals and plants are seen and considered to be physical manifestations. The environment according to Sartain covers the conditions and nature of the world which in certain ways affects our behavior, developmental growth or life processes.

Attitude is a concept formed by three main components, namely (1) cognition, (2) affection and (3) konasi. Components of cognition that are related to believe (beliefs or belief), ideas, concepts of perception, opinions held by individuals about something. Components of affection relate to one's emotional life concerning the individual's feelings towards the object of attitude and concerns emotional problems.

[2] States that caring for the environment is an attitude and action that seeks to maintain and preserve the surrounding environment. Similar opinion from [7] that caring for the environment is an attitude and action that seeks to prevent damage to the surrounding natural environment, and develops efforts to improve the natural damage that has occurred. The efforts that we have to do can be started from ourselves and carried out starting from small things like throwing garbage in its place, saving water, electricity, and other resources.

Caring for the Environment has been defined as psychological tendencies expressed by using natural environments with several levels of assistance (Kaiser, Wöffing, & Fuhler, 1999.) Environmental care has been defined as a collection of beliefs, influences, and behavioral intentions that apply to activities or problems related to the environment [5]. Based on the description above it can be concluded that the attitude of caring for the environment is an attitude or action related to the environment to maintain, prevent from damage and love the environment by participating in preserving the surrounding environment.

Loving the environment means preserving environmental functions which include the policy of structuring, utilization, development, maintenance, recovery and environmental control [9]. Environmental care is an exemplary attitude that aims to create harmony, harmony and balance between humans and the environment, create environmental people who have attitudes and actions to protect and foster the environment, realize the use of natural resources wisely, protect NKRI from the impact of business and / or activities outside the territory of the country which cause pollution and / or environmental damage [8].

The study of [1][10] to examine the attitude of Macedonian middle school students to the environment. Attitudes reflect feelings of caring for the environment, mental conditions based on personal beliefs about pollution, technology, interdependence and the same interests of all life forms, human life's dependence on limited planetary resources, human strength to modify the environment, conservation, environmental actions etc. Surveys were carried out in 18 cities and cities. Nearly 500
respondents were involved. 13-item type scale instrument, 5-point Likert - used. The results show that concern for environmental problems is almost 70% of the maximum.

Environmental awareness has also begun to be implemented in several schools in Bojonegoro, both at Adiwiyata and non Adiwiyata schools. The problem is that the adiwiyata program in schools does not necessarily have a high environmental care attitude. So the purpose of this study was to analyze students' attitudes towards the school environment in adiwiyata and non adiwiyata schools.

2. Method
This research was conducted at Senior High School 2 Bojonegoro located on the HOS Cokroaminoto road in Bojonegoro sub-district, East Java Province and in Model Terpadu Bojonegoro Senior High School on Sukowati highway in Kapas sub-district. The population of SMAN 2 Bojonegoro is 672 students. Population of Model Terpadu Bojonegoro Senior High School 556 students. The samples taken in this study were 60 people. Sampling in this study was conducted randomly (propotional random sampling). The variable in this study is the attitude of caring for students at SMAN 2 Bojonegoro and Model Terpadu Bojonegoro Senior High School. This study uses a quantitative approach because the data is in the form of values of measurable variables. The method used is a quantitative method using primary data and secondary data. Primary data obtained from the results of questionnaires, interviews, and direct observation. Secondary data was collected through supporting research documents. The data analysis techniques used are quantitative descriptive analysis techniques, namely techniques carried out to describe or describe the conditions and facts of objects or subjects systematically through words.

3. Result and Discussions

3.1. The attitude of caring for the environment of students through the Adiwiyata program at Bojonegoro 2 Senior High School includes:

- School Cleaning Activities
  
  From the results of interviews conducted with Senior High School 2 of Bojonegoro students, it was known that from the 60 respondents the activities carried out by Senior High School 2 of Bojonegoro students in school cleaning activities were the most (71%) carried out by students to participate in school environment cleaning activities and at least student activities are to clean the class before starting the lesson (60%)

- Use of taps
  
  From the results of the student questionnaire it was known that all students (60 respondents) answered always washing their hands after quoting garbage. In general, students have shown the habit of using sinks and tap water to wash their hands even though sometimes they still do things that are not appropriate.

- Use of toilets
  
  In general, the use of toilets is quite good. This is also supported by the results of the student questionnaire that of the 60 respondents there were 80% who stated that they always flushed the toilet after use.

- Energy saving

  From the results of the student questionnaire that of the 60 respondents there were 70% of students always turned off the lights after the learning ended. This is done according to the respective picket schedule

On the results of the primary data processed for the attitude of caring for the students through the Adiwiyata program at Senior High School 2 of Bojonegoro with the highest score is the range 80-82 there are 16 students included in the excellent category with 89.72%, for the 60-77 value range 43 students were included in the good category with the results of 76.79% and the lowest value was the range of scores of 56 there were 1 student included in the sufficient category with a result of 62.2%.
The average environmental care attitude of students is 72%. Environmental care attitude of students in Senior High School 2nd of Bojonegoro is good.

3.2. The environmental care attitude of students in Bojonegoro Model Terpadu Senior High School includes:

- **School Cleaning Activities**
  From the results of interviews conducted to students of the Bojonegoro Integrated Model High School. It is known that out of 60 respondents the activities carried out by the Bojonegoro Integrated Model Country students in school hygiene activities were the most (70%) conducted by students to take part in school environment cleaning activities and the least activities carried out by students were cleaning classes before starting lessons (60%)

- **Utilization of Sink**
  From the results of the student questionnaire it was found that all students (60 respondents) answered that they always washed their hands after disposing of garbage. In general, students have shown the habit of using sinks and tap water to wash their hands even though sometimes they still do things that are not appropriate.

- **Use of toilets**
  In general, the use of toilets is quite good. This is also supported by the results of the student questionnaire that of the 60 respondents there were 80% who stated that they always flushed the toilet after use.

- **Energy saving**
  From the results of the student questionnaire that of the 60 respondents there were 68% of students always turned off the lights after learning. This is done according to the respective picket schedule.

On the results of the primary data processed for environmental care attitudes of students in Bojonegoro Model Integrated Senior High School with the highest score is the value range 80-82 there are 7 students included in the excellent category with a result of 90.47%, for a range of 60-78 there are 50 students included in the good category with the results of 76.97% and the lowest value is the range of 55-56 values. There are 3 students included in the enough category with the results of 61.48%. The average caring attitude of Bojonegoro Integrated Model High School students is 70%. This means that the environmental care attitude of students in Model Integrated Public High School is good.

The Comparison of The Attitude of Caring to The Environment among The Student

A good attitude does not necessarily reflect good behavior or behavior. This is returned again to Triandhy's theory which was put forward by Jackson (2005) and Kollmuss and Agyeman (2002) theory that the formation of environmentally conscious behavior is very complex because it involves interrelated internal and external factors, besides there is also a barrier for changing behavior. Thus, to realize environmentally caring behavior is not enough just to involve only one aspect of modification.
or a certain party (such as school only) to make changes but by considering all aspects involved and cooperation between all parties.

Students’ behavior that is classified as good is inseparable from the influence of the school environment and the teacher. One effort to overcome environmental problems is through the formation of the character of environmental care from an early age. The process of planting, understanding, and awareness of the importance of protecting the environment is very good if it starts to be applied through education. Concern and awareness of students about the importance of protecting the environment will create a healthy and comfortable school environment. This healthy and comfortable environment can improve the achievement and creativity of students.

The values that exist in Pancasila have not been fully able to take root in the individual. In relation to realizing environmental care behavior, the first precept has become a strong reason that encourages someone to be responsible for their environment. This is because, caring behavior is one of the noble characters ordered by God as a manifestation of human responsibility as a leader on earth. Based on this, it is necessary to reaffirm the objectives of actual education, including environmental education that is integrated in the Adiwiyata Program.

Character education is very important for students to be born aware of together to build the character of a strong young generation. Thus, they are not tossed around by modernization which promises momentary enjoyment and sacrifices the long and lasting pleasure of the future. One character that is no less important to instill in students early is the attitude of caring for the environment. The character value is in the form of attitudes and actions that always strive to prevent damage to the surrounding natural environment. In addition, developing efforts to repair the damage to nature that has occurred and always wants to help other people and people in need.

4. Conclusion
The results of the study show that 1). In adiwiyata schools students’ environmental care attitude is 72%, 2). Non adiwiyata school students have 70% environmental care attitude. The difference in the attitude of caring for the students in adiwiyata and non adiwiyata schools is not much different.

Acknowledgments
Thank you to parents, husbands, and in-laws who always give encouragement. Thank you to SMAN 2 Bojonegoro and SMAN MT Bojonegoro for providing convenience in research. Thank you, Dr. Sudiyanto, M.Pd and Dr. Yasin Yusup, S.Si, M.Si as thesis supervisor at the UNS Geography Education Postgraduate.

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