

The Effect of Environmental Knowledge Level on Environmental Care Attitudes in the GBPLHS Program Elementary School in Padang City

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Received: 10 Jan. 2022, Revised: 15 Jun. 2022, Accepted: 20 Jun. 2022

ABSTRACT

This research was conducted to determine the extent to which the level of environmental knowledge influences the attitude of caring for the environment in the GBPLHS program in Padang City. The research method uses simple regression analysis with SPSS 21. Based on the results of the analysis it can be concluded that there is a positive and significant influence between knowledge of environmental care attitudes in the GBPLHS program in Padang City. The more knowledge increases, the higher the attitude of caring for the environment in students of elementary school 02 Terandam and elementary school 03 Pertiwi.

Keywords: Knowledge, Attitudes, Environment, Elementary School, GBPLHS, Padang.



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INTRODUCTION

The environment is a very important element for human survival. humans and nature cannot be separated because of the reciprocal relationship between humans and the environment. According to Sastrawijaya (2009), the environment can be influenced by humans and humans can also affect the environment, so that when the environment is damaged, human activities will be disrupted.

Law No. 32/2009 article 65 explains that everyone has the right and role in environmental management. However, in reality, concern for the environment is currently only owned by a handful of people, and even this environmental problem has not been handled optimally because this problem is still only rhetorical and administrative and has not yet materialized into concrete action. Actions carried out are still limited to ceremonial activities or certain events, and if conditions like this continue, there will be greater damage and disaster to the environment.

According to data from the Central Bureau of Statistics (2018), the index of public indifference to the environment is still relatively high, and this index is found in waste management and the use of private transportation. More than half of households in Indonesia use non-environmentally friendly methods of waste management and personal transportation. Therefore, the Indonesian government is looking for another approach to dealing with environmental problems through education for sustainable development for future generations to come.

The Ministry of Environment developed an environmental education program at the primary and secondary education levels through the Adiwiyata program, which began to be implemented in the Java Island region by involving government agencies, universities, and NGOs engaged in environmental education (Haigh, 2006). The implementation of the Adiwiyata program is a mandate from Law No. 23/1997 concerning "Environmental Management" and Law No. 32/2009 concerning "Environmental Protection and Management". Precisely in Article 65 point 2, everyone has the right to environmental education, access to information, access to participation, and access to justice in fulfilling the right to a good and healthy environment. Follow up of Law No. 32/2009 is the Regulation of the State Minister for the Environment No. 02/2009 concerning "Guidelines for the implementation of the Adiwiyata program".

Adiwiyata is an award designed by the government in the framework of implementation for school members so they can apply environmental education (Sulistyowati et al., 2017). The Adiwiyata Award is given as a form of appreciation to schools that can carry out efforts to improve environmental education correctly, according to predetermined criteria.

The GBPLHS program has been published since November 2019, and since then the Padang City Environment Service has started outreach to schools in the context of updating the change from the Adiwiyata program to the GBPLHS Program. The GBPLHS program includes 3 things, namely planning, implementing, monitoring, and evaluating the implementation of the Environmental Culture Care Movement. The program planning stage begins with a school self-evaluation, identification of potential and problems, and the GBPLHS plan, and is accompanied by Document 1 and RPP, while the documents needed during the assessment are School Profiles, Real Work, Innovation, Extracurriculars, Habits, Campaigns, Publications, Cadres, and Community Action, starting from the level of waste that has been sorted by type. However, the schools that have received the socialization of the GBPLHS program have not implemented the components of the program, and schools are still in the planning stage of the GBPLHS program within the next 1 year. Therefore, this program has not been implemented optimally by schools so it has an impact on environmental knowledge and environmental care attitudes of students in the school environment.

The GBPLH program has experienced many obstacles, such as Padang City, where all schools have not received socialization, and at the provincial level, it will only be implemented. Other obstacles are such as the lack of funds from the government to socialize this program and obstacles in the implementation process. In addition, DLH will also carry out a thorough outreach to schools in Padang City which have been constrained by the Covid-19 pandemic since March 2020 until now. Therefore not all schools know about the changes to this Government Regulation. However, at the beginning of 2021, the Padang City Environment Service began to receive the mandate to re-socialize the GBPLHS program for schools that had been socialized from only a few schools such as the senior high school of 1 Padang, Senior high school of Pertiwi 1 Padang, Junior high school of Pembangunan UNP, Junior high school of Muhammadiyah 5 Padang, elementary school 02- 04 Submerged, and elementary school 3 Pertiwi. Some of these schools have won Adiwiyata awards at the National, Independent, or Provincial levels.

To change schools that will implement the GBPLHS program, it is hoped that this will complement several indicators of the GBPLHS program. Schools are asked to complete a self-evaluation and see the school's involvement in solving environmental problems that exist in schools and whether schools can solve these problems or the need for intervention from the Padang City Environmental Service. If the school has been able to solve the problem on its own, the school will fill in the instruments in the application that has been distributed by the Environmental Service where the input of data in this application is in the form of a video made by students and the school in solving environmental problems. If it is under the passing grade, the Padang City Environmental Service will come down to the school to check whether what has been applied is being implemented properly by the school. In this application, it is possible to determine whether this school has a provincial or national level based on the scores obtained by the school in inputting the GBPLHS program indicators.

The existence of environmental education is an effort to increase the knowledge, skills, attitudes, and caring actions of individuals, communities, organizations, and various parties toward environmental problems for sustainable development for present and future generations. The implementation of environmental education combines learning and action that educates students to interact with nature through the GBPLHS movement so that good generations are born from aspects of knowledge, attitudes, and environmentally friendly behavior, not only in the school environment but also in the surrounding community.

Healthy living habits must start with students which is the first step that can be taken by increasing self-discipline from small things related to waste. Sentences of invitations posted in various places should not be mere slogans. If discipline has been applied, it will later become a habit and a culture of planting character education through Adiwiyata schools, aiming to form a culture of discipline from an early age. This is very effective in saving the earth in the long term and creating healthy schools in the short term. Adiwiyata School forms healthy schools and a healthy generation. With a healthy generation, the goal of forming a golden generation will be achieved.

To see the extent of the influence of the GBPLHS program on the level of environmental knowledge and environmental care attitudes of students in the school environment, this research was conducted at elementary school 02 Terendam and elementary school 3 Pertiwi Padang City, and both are educational institutions that have received an Adiwiyata award in Padang City, and this school has received the socialization of the GBPLHS program.

METHODS

This type of research is descriptive research supported by quantitative. The population in the study were students at elementary school 02 Terendam Padang City and elementary school 3 Pertiwi Padang City. This school was chosen because this school is one of the Adiwita schools in Padang City and has received an Adiwiyata award at the City, Provincial, and National levels, and is a school that has received the socialization of the

GBPLHS program. Sampling was carried out using the purposive sampling technique, namely sampling based on certain considerations about what is already known. Respondents who were sampled were grade 6 students who had an understanding of Environmental Education (PLH).

According to Ghozali (2016), the t-statistical test is a statistical test that can show how far the influence of one independent variable individually explains the variation of the dependent variable. If the calculated t statistic value is higher than the t-table value, the alternative hypothesis is accepted. In other words, an independent variable partially or individually affects the dependent variable. According to Ghozali (2016), the coefficient of determination essentially measures how far the ability of a model in a study can explain variations in the dependent variable. The value for R² is between zero and one. A small coefficient of determination means that the ability of the independent variables to explain the variation in the dependent variable is very limited, and a coefficient of determination that is close to one means that the independent variables are mostly able to explain the variation in the dependent variable.

RESULTS

Based on the results of hypothesis testing, it can be concluded that knowledge has a positive and significant effect on environmental care attitudes for the GBPLHS Program in Padang City at elementary school 02 Terandang and elementary school 03 Pertiwi. This means that the higher students' knowledge about the environment, the more their caring attitude towards the environment will increase. The results of this study are in line with the results of research obtained by Indriani et al (2019) who found that knowledge has a positive and significant effect on caring attitudes. His research confirms that there is a close relationship between knowledge about the environment and the attitude of caring for the environment of students.

The coefficient of determination is 0.115 or 11.5%, which means that environmental knowledge can explain 11.5% of the attitude toward caring for the environment and the rest is the influence of other factors. Students who have a low level of environmental knowledge but care about the environment in the high category can be caused by other factors, not solely because of their knowledge.

Knowledge of environmental concerns possessed by students has not been fully applied to an attitude of caring for the environment. According to Yang et al (2022), awareness in terms of protecting the environment is still at the understanding stage, not yet at the application stage. For environmental knowledge to have a major contribution, these conditions are very dependent on the situation of delivering the material so that teachers can use media or learning tools that are more varied in conveying material related to environmental issues with the aim that students are not bored with receiving the material provided. Nulhakim et al (2019) is also of the same opinion, that to change students through the learning process, the delivery of information must be persuasive. Persuasion can be done with an approach through the process of analyzing, synthesizing, and

assessing so that confidence can be obtained. In addition, Jacobson et al (2015) shows that teachers can provide exemplary attitudes related to environmental care in simple ways such as helping to erase blackboards after learning activities are over, inviting students to pick up scattered trash, and engaging in community service programs in maintaining conservation the school environment, and reprimand students who violate environmental preservation and give appreciation or praise to students who carry out environmental preservation.

Based on the results of interviews and field observations, it is known that elementary school 02 Terandam Padang City, elementary school 3 Pertiwi Padang City, and Experimental Public Elementary School Padang City are schools that have won Adiwiyata awards at City, Provincial, and National levels and are schools with an environmental culture through the Adiwiyata program. The school's success in implementing an environmentally cultured school is inseparable from the implementation of the Adiwiyata supporting components which are the standard for success in implementing the program such as environmentally sound policies. Nada et al (2021) explain that environmental activities are participatory and environmentally friendly support facilities. This success was realized because of the cooperation and participation of all school members, especially school leaders, educators, and students in particular. The high commitment of school leaders which is formulated through environmentally sound school policies greatly influences the formation of environmentally friendly cultured characters and schools because conditions like these can be formed and created through the provision of values, perceptions, habits, educational policies, and the behavior of the people within them.

Uzunboylu (2019) explained that providing environmental knowledge through classroom learning alone is not enough to increase students' environmental awareness without attitudes, values, and habits in behavior that are directly integrated with nature and the environment if students and other school members already have the ability and an understanding of the importance of protecting the environment and all its contents, therefore these students can be said to have a good attitude of caring for the school's environment because caring for the school's environment is not only about increasing knowledge of environmental issues but also linking an understanding of the importance of environmental awareness become a habit in everyday life. Participatory-based environmental activities by all school members which are supported by the availability of environmentally friendly facilities and infrastructure, also have an important role in creating schools that care and are environmentally cultured so that attitudes, behavior, and values in environmental ethics will become an identity for students both in their environment school and outside the school environment (Collado & Sorrel, 2019).

The results of field interviews with the principal of elementary school 02 Terandam with PLT status, Mrs. Nevi Ermana, S.Pd explained that this school is one of the driving schools for the Adiwiyata program along with elementary school 04 Terandam which is a school next door and in the same environment as elementary school 02 Terandam, the Adiwiyata program has been carried out well for school members, especially the school environmental care movement, students have played an active role in environmental actions in schools and those around the school environment, marked by the many awards

the school has received along with facilities and infrastructure. environmental support. The Head of Adiwiyata elementary school 02 Terandam, Mrs. Yuhelmi B, S.Pd, also explained that regarding the GBPLHS program, the school had received direct socialization from the Padang City Environmental Service regarding what are the ingredients for becoming a school that is cultured and cares for the environment which includes 3 components namely planning, implementation, as well as monitoring and evaluating the Implementation of the Environmentally Cultured Caring Movement at the program planning stage beginning with School Self-Evaluation, Identification of Potentials and Problems, the GBPLHS Plan, and accompanied by Document 1 KTSP and RPP and have also filled in the GBPLHS program support tool application. However, for these materials, the school still has not completed the criteria for this component of the GBPLHS program because the position structure of the school principal is still temporary as the head of the Adiwiyata team and the teachers are still confused about starting the movement regarding this GBPLHS program, so schools even though they have received socialization will but have not implemented it in the school environment, but the school has filled out the application given by the Padang City Living Environment Service, even though the score is still not sufficient. According to the head of the Adiwiyata elementary school 02 Terandam team, they will move again if there has been a permanent decision regarding the position of the new principal so that they can return to fulfilling the achievements of the GBPLHS program components and turning their school into an Independent Adiwiyata school.

The results of field interviews with the principal of elementary school 03 Pertiwi with PLT status Mrs. Sri Guslaini, S.Pd explained that she did not understand the Adiwiyata and GBPLHS programs because she is currently the PLT school principal who also serves as the principal of elementary school 02 Pertiwi Padang, whose building is adjacent to elementary school 03 Pertiwi, but this school has not yet become an Adiwiyata school, therefore, he handed it over to the head of the Adiwiyata elementary school 03 Pertiwi, Ibu Yulefita, S.Pd, who has experience in bringing elementary school 03 Pertiwi Kta Padang to become an Adiwiyata school at the City, Province level and National. For now, the development of Adiwiyata at elementary school 03 Pertiwi is very good because it has received many awards from both the Padang City Environment Service and the Education Office, regarding the GBPLHS program which has just been socialized by the Padang City Environmental Service elementary school 03 Pertiwi has planned how this program will progress going forward with the GBPLHS design for the next 4 years so far the implementation of the GBPLHS program has been carried out by this school both in terms of the components of the GBPLHS program such as School Self-Evaluation, Potential and Problem Identification, GBPLHS Plan, and accompanied by Document 1 KTSP and RPP and have also filled out the application for the GBPLHS program support device which has been designed and made a movement plan, but through an assessment of the application provided by the Environmental Service, elementary school 03 Pertiwi does not meet the standard value of the GBPLHS program. that We are waiting for the appointment of a new school principal so that they can carry out the GBPLHS program properly according to the criteria set by the Padang City Environment Agency.

CONCLUSIONS

This research was conducted to determine the extent to which the level of environmental knowledge influences the attitude of caring for the environment in the GBPLHS program in Padang City. The research method uses simple regression analysis with SPSS 21. Based on the results of the analysis it can be concluded that there is a positive and significant influence between knowledge of environmental care attitudes in the GBPLHS program in Padang City. The more knowledge increases, the higher the attitude of caring for the environment in students of elementary school 02 Terandang and elementary school 03 Pertiwi.

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