

## Comparison of Students' Environmental Care Attitude of Adiwiyata and Non Adiwiyata School in Jember

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### Abstract

This research aims to determine the comparison of environmental care attitudes between students attending Adiwiyata schools and those attending non-Adiwiyata schools. The research method used is the comparative method. Sampling in research was carried out using purposive sampling technique. The sample consisted of Adiwiyata school students, namely 61 students from SMP 2 Balung and 57 non-Adiwiyata students from SMPN 9 Jember. Data collection techniques using questionnaires. The research data is in the form of scores from students' environmental care attitude questionnaires. The normality test uses the Kolmogorov-Smirnov test, and the homogeneity test uses the Levene Test. The research hypothesis was tested using the Mann Whitney test. After the hypothesis test was calculated, the sig. (2-tailed) > 0.05 then  $H_0$  is accepted and  $H_a$  is rejected. Meanwhile, if the sig value. (2-tailed) < 0.05 then  $H_0$  is rejected and  $H_a$  is accepted. Referring to the Mann Whitney analysis, it can be seen that the sig. (2-tailed) has a value of  $0.588 > 0.05$ . For this reason,  $H_0$  is rejected and  $H_a$  is accepted. So the conclusion drawn from the hypothesis that has been determined is that there is a difference in environmental care attitudes between students who attend Adiwiyata schools and non-Adiwiyata students.

**Key words:** adiwiyata, attitude, care, environment

### INTRODUCTION

Environmental problems in Indonesia are increasingly complex, including issues of domestic and industrial waste, environmental pollution, illegal logging, mining, all of which can result in damage to the ecosystem. An inappropriate perspective on the environment can contribute to the increasing environmental crisis. Humans who view the environment only as a service provider to fulfill human needs without giving natural resources the opportunity to regenerate, in the long term can destroy natural potential and ultimately harm humans themselves. Wiryo (2013) explains that the root of many environmental problems is

basically inappropriate human behavior, plus an increasing human population and poverty, all of which have an impact on increasing environmental damage.

One of the policies that emerged in solving environmental problems was the issuance of the Adiwiyata Program, a collaborative program between the Department of National Education and the Ministry of the Environment regarding Environmentally Caring and Cultured Schools or called the Adiwiyata Program in 2006. This program is contained in Decree No. 5 of 2013 of the Ministry of the Environment concerning environmental education programs at primary and secondary education levels through the Adiwiyata program. The Adiwiyata program encourages

understanding and awareness of the school community so as to develop an environmentally caring attitude among the school community (Azmi and Elfyetti, 2017). The Adiwiyata Award is given to schools that are able to make efforts to improve environmental education correctly in accordance with predetermined criteria. This program aims to create ideal conditions for schools as places of learning and awareness for school residents so that they have a responsibility to save the environment and support sustainable development.

The main principle of the Adiwiyata program is that there is active participation from all school members and the activities carried out must be planned and sustainable. The moral approach is the focus of this adiwiyata program, Noya (2013) emphasized that the human struggle to save and preserve the environment must be carried out in a sustainable manner with guaranteed accountability between generations and requires multi-party cooperation involving all elements of society.

According to Purnamasari et al. (2019) in developing an attitude of caring for the environment in society from an early age, people must be taught about environmental knowledge and attitudes through formal and non-formal education which can start from primary, secondary to tertiary education. Decree No. 5 of 2013 of the Ministry of the Environment concerning environmental education programs at primary and secondary education levels through the Adiwiyata program. The Adiwiyata program encourages understanding and awareness of the school community so as

to develop an environmentally caring attitude among the school community and school level adiwiyata program (Azmi and Elfyetti, 2017).

An attitude of caring for the environment is one of the character values that is internalized in education. According to Ismail (2021), good character can be formed through education by instilling character values in students. According to Narut & Nardi (2019) environmental care is behavior that is oriented towards awareness and feelings of love for the environment. Furthermore, Qodriyanti et al. (2022) explained that an attitude of caring for the environment consists of three important components, namely: the cognitive component (awareness), which is related to beliefs in ideas and concepts; the affection (feeling) component is related to a person's emotions and the conation (behavior) component is the tendency to behave. So, this attitude of caring for the environment cannot be separated from the habits formed since childhood and are based on habits.

According to Febrianawaty and Munandar (2016), indicators of environmental care include: 1). Waste management; 2) attitudes towards energy, 3). attitudes towards water, air and land; 4). attitude towards flora and fauna; and 5). attitudes towards humans and the social environment. In the Adiwiyata guidebook, it is stated that forms of learning and awareness of school members that lead to environmentally caring behavior can be reflected through (a) Development of environmentally caring and cultured school policies, (b) Development of environmentally based Curriculum, (c)

Development of participatory based Environmental Activities, and (4) Development and management of supporting facilities for schools with an environmental culture.

With this activity, it is hoped that school residents can take responsibility in efforts to save the environment and sustainable development. Adiwiyata School can provide learning resources that help students gain meaningful knowledge on environmental material. Various activities have been carried out to support the Adiwiyata program, namely: 1). Implement the 8R program (reduce, reuse, recycle, replant, rethink, respace, refuse, repair), 2). Implementing a healthy canteen program, 3). Establishing cooperation between madrasahs and health services (puskesmas), 4). Commemorating environmental days and competitions with the theme of preserving the environment, 5). Installation of banners and flamflet calling to protect the environment and 6). Establishing collaboration with other schools that also participate in the Adiwiyata program.

According to Istiqomah (2019) school programs that can be carried out to support the Adiwiyata program include: 1). Implement the 8R program (reduce, reuse, recycle, replant, rethink, respace, refuse, repair), 2). Implementing a healthy canteen program, 3). Establishing cooperation between madrasahs and health services (puskesmas), 4). Commemorating environmental days and competitions with the theme of preserving the environment, 5). Installation of banners and flamflet calling to protect the environment and 6). Establishing

collaboration with other schools that also participate in the Adiwiyata program.

Landriany's (2014) research results state that the existence of the Adiwiyata program cannot guarantee an increase in environmental care attitudes among students. In his research at Malang City High School, there are still various problematic situations that hinder the implementation of Adiwiyata, such as task forces that are not on time and there are groups of students who are still unaware of understanding the concept of an environmentally friendly school, funding problems, and low support from the community and other agencies.

Based on the results of this research, the assumption emerged that it is not necessarily the case that the attitude of caring for the environment in Adiwiyata schools is better than in non-Adiwiyata schools.

Moreover, the curriculum in schools which is related to cultivating attitudes and character, it is known that an attitude of caring for the environment is one of the attitudes that must be developed in education in all schools. Therefore, the aim of this research is to find out the comparison of environmental care attitudes between students attending Adiwiyata schools and those attending non-Adiwiyata schools.

## METODE

This research is a comparative study comparing the environmental care attitudes of students at the Adiwiyata school, namely students at SMP N 2 Balung and students at SMP N 9 Jember. The research was conducted in January-

March 2020. The data collection technique used a questionnaire. The questionnaire sheet contains 50 statement items with 5 answer choices using a Likert scale. The research subjects were 61 students of SMP N 2 Balung and 57 students of SMP N 9 Jember. Sample determination was carried out using a purposive sampling technique.

The questionnaire results data in the form of questionnaire scores were then tested using the T test by carrying out assumption tests in the form of normality tests and homogeneity tests. The normality test in this study used the Kolmogorov-Smirnov test if the significance value (p) > 0.05, then the data is normally distributed and if the significance value (p) < 0.05, then the data is not normally distributed. Homogeneity test using the Lavene test if the significance value (p) > 0.05, then the data has the same/homogeneous variance and if the significance value (p) < 0.05, then the data does not have the same/homogeneous variance. In this study, the prerequisite tests were not met, so a non-parametric test was carried out using the Mann Whitney test. Data analysis in this research used SPSS version 25.

**RESULT AND DISCUSSION**

The prerequisite test results are presented as follows.

1. Normality test

The results of the normality test for SMP 2 Balung students are presented in table 1.

**Tabel 1.** Normality Test of SMP Balung 2 Data

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	0.117	61	0.038	0.846	61	0.000

Based on table 1, it can be seen that the sig value is 0.00, namely <0.05 so it is not normally distributed. The results of the normality test for students at SMP 9 Jember are presented in table 2.

**Tabel 2.** Normality Test of SMP 9 Jember Data

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	0.066	57	0.200	0.989	57	0.873

Based on table 2, it can be seen that the sig value is 0.873, namely >0.05 so it is normally distributed.

2. Homogeneity test

The homogeneity test results are presented in table 3.

**Tabel 3.** Homogeneity Test Result

	Levene Statistic	df1	df2	Sig.
Based on Mean	0.237	1	116	0.62
Based on Median	0.252	1	116	0.61
Based on Median and with adjusted df	0.252	1	101.806	0.61
Based on mean	0.260	1	116	0.61

Based on Table 3, it can be seen that the sig value is  $> 0.05$ , so the data is declared homogeneous.

### 3. Hypothesis testing

The prerequisite test results show that the data is not normally distributed, so the prerequisite tests for parametric statistical analysis are not fulfilled. Therefore, hypothesis testing is carried out using non-parametric tests, namely the Mann Whitney test. The test results are presented in table 4.

**Tabel 4.** Homogeneity Test Result

	Total
Mann-Whitney U	1638,∞
Wilcoxon W	3291.∞
Z	-0.54
Asymp. Sig (2-tailed)	0.58

Based on table 4, it is known that the sig value is 0.588, namely  $> 0.05$ , so it can be concluded that there is a significant difference between the environmental care attitudes of students at Adiwiyata Middle School and Non-Adiwiyata Middle School. These differences can be seen in detail from the mean values presented in table 5.

**Tabel 5.** Mean Value

Class	N	Mean Rank	df2
Adiwiyata	57	57.74	3291.00
Non Adiwiyata	61	61.15	3730.00
Total	118		

Based on the mean value in table 5, it can be seen that the environmental care attitude of Adiwiyata schools is 57.74 higher than that of non-Adiwiyata schools, namely 61.15. This can be caused by the fact that at the Adiwiyata school the school curriculum has been designed

to internalize the development of an attitude of caring for the environment, so that students there have been accustomed to being caring and sensitive towards the environment. Meanwhile, in non-Adiwiyata schools, the school curriculum does not specifically emphasize sensitivity and awareness of the environment.

This is in accordance with what was stated by Aini et al. (2014) stated that the condition of the Adiwiyata School, which always accustoms its students to be sensitive and concerned about the surrounding environment, can also help to form environmentally caring attitudes in students. In the process, attitudes must be developed through the stages of knowledge (knowing), implementation (acting), and habits (habit). So that the Adiwiyata School can become a forum for imparting knowledge and familiarizing students with preserving the environment. The formation of students' environmentally caring character can be done through habituation that has been carried out at school.

The research results support the theory put forward by (Al-Anwari, 2014) which states that caring for the environment is a combination of innateness and the result of the educational process. At Adiwiyata schools, environmental education is deliberately provided through the school curriculum, this is in contrast to non-Adiwiyata schools which do not focus too much on cultivating attitudes that care about the environment. The results of this research are also relevant to the theory put forward by Widyaningrum et al. (2015) who stated that the aim of the



Adiwiyata program is to instill school residents' love of their environment, including instilling attitudes and behavior that care and have an environmental culture.

## CONCLUSION

Based on the research results, it can be concluded that there is a difference between the environmental care attitudes of students who attend Adiwiyata schools more than non-Adiwiyata students with a sig value of 0.588. The environmental care attitude of students who attend Adiwiyata schools is better than non-Adiwiyata students

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