

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

The environment is the sum of all living and non-living things and conditions that exist in the space we occupy. The humans around us are part of our respective living environment. Therefore, human behavior, and thus social conditions, is also an element of our environment. There is a reciprocal relationship between humans and their environment. Humans affect their environment, and vice versa humans are influenced by their environment. Man is in his environment and he cannot be separated from it. Its existence occurs partly because of the traits of its offspring and partly because of its environment. The interaction between himself and his environment has shaped him as he is. Likewise, the environment is formed by the interaction between the environment and humans (Sastrawijaya, 2000).

The low level of human concern for the surrounding environment, results in great losses for living things, especially for the survival of living things in the future. Simple examples of environmental damage that surround us include, indiscriminate disposal of garbage which results in flooding, plant destruction such as illegal logging, and the lack of maintaining a clean environment around which results in disease. These few examples are a few of the many problems between living things and their environment, due to a lack of understanding of the importance of the environment and how to protect and preserve it. Environmental Education is an effort to change behavior and attitudes carried out by various parties or elements of society which aims to increase knowledge, skills and public awareness about environmental values and environmental issues, which in turn can move the community to play an active role in conservation efforts. and environmental safety, for the benefit of present and future generations. Environmental education studies environmental problems, especially problems and management of pollution, environmental damage and resources and conservation (Tim MKU PLH, 2014).

On February 19, 2004, the Ministry of Environment together with the Ministry of National Education, Ministry of Religion, and Ministry of Home Affairs established a policy on environmental education. The environmental education policy is essentially a basic policy as a direction for all stakeholders in the implementation and development of environmental education in Indonesia. Environmental education is believed to be an effective and efficient alternative solution in an effort to increase public knowledge and understanding of the preservation of environmental functions. Environmental education in Indonesia has so far not had a positive influence on changes in people's awareness and behavior in taking actions that are beneficial or pro to the environment and society (Adam&Budi, 2014).

One of the efforts made by the government in the context of environmental preservation is through education. In response to this, the Ministry of Environment in 2006 launched the Adiwiyata Program as a follow-up to the MoU on 3 June 2005 between the State Minister for the Environment and the Minister for National Education. The Adiwiyata program itself has only started in 2006 and is devoted to the island of Java, because the Ministry of Environment is still looking for a model for its criteria. However, since 2007 this program has been implemented thoroughly in every province in Indonesia (KLH, 2010).

The Adiwiyata school program aims to create school members who are responsible for supporting efforts to protect and maintain the environment through good school governance in the context of sustainable development. Meanwhile, the benefits of the Adiwiyata program for students are to foster concern for the environment and understand how important it is to maintain a good environment. The intention to increase student awareness through the Adiwiyata school program was deemed ineffective. A school with complete facilities and has been fully served by the school, students are lazy to carry out school cleaning activities. Unlike schools that are located on the outskirts, the students are busy sweeping and cleaning the school environment.

The Adiwiyata program was formulated in 2006 based on joint decisions of Ministry of Environment and the Ministry of Education and Culture No. 7 / MENLH / 06/2005 and No. 05 / VI / KB / 2005. As explained above, the decree

was then renewed in 2010 through joint decree No. 03 / MENLH / 02/2010 and No. 15 / II / KB / 2010 regarding PLH. The Adiwiyata Program uses a comprehensive approach to developing environmentally friendly schools that are sustainable by: 1) Encouraging schools to develop and improve environmental conditions through the school curriculum; 2) Increase school attention to environmental protection and management issues; 3) Development of environmental activities; and 4) Building cooperation.

Adiwiyata selection is held annually. In 2019, there were 434 awards. Adiwiyata has been announced by the Minister of KLHK to schools in various provinces and city districts. The number of schools participating in the Adiwiyata program has increased from year to year, and this program has been supported by the President of Indonesia. Every year, in commemoration of World Environment Day, which is commemorated on June 5, the President gives awards to the winners. Schools that have received the Adiwiyata award mean that they have succeeded in including Environmental Education in their curricula, and some Adiwiyata schools have even taken a step further by using a comprehensive approach in the context of implementing education for sustainable development. Furthermore, schools that have received the Adiwiyata award are recognized as schools that have implemented character education, which was launched by the Ministry of Education and Culture from an environmental perspective.

Based on an agreement between the Minister of National Education and the Minister of the Environment on June 3, 2005, environmental education must be based on the basic concept of the meaning of the environment. Environmental education can be carried out formally, informally or non-formally, in the form of intelligence education, special education for abilities and skills education. PLH in formal educational institutions is an educational activity in the field of Environmental Education organized through schools, consisting of basic education, secondary education, and higher education which is carried out in a structured and tiered manner with an integrated curriculum approach method or a monolithic curriculum (Tim MKU PLH, 2014).

Environmental education in Indonesia has been applied to primary and secondary education for the last several decades. It can be seen from the primary

and secondary education curricula that environmental education has been included at all levels of education since the mid-1990s. A number of long-term programs have been carried out by the government to promote schools that excel in environmental education, such as Pendidikan Lingkungan Hidup (PLH), Pendidikan Kependudukan Lingkungan Hidup (PKLH) and Adiwiyata programs. However, the results of all these efforts have not reached the expected level to date.

In learning Environmental Education material, it is necessary to pay attention to three important elements, namely the heart, mind, and hand, which cannot be separated from one another. To raise people's awareness of the surrounding environment, the most important process and must be done is to touch the heart. If the awareness process has occurred and changes in attitudes and mindsets towards the environment have occurred, it can be done by increasing knowledge and understanding of the environment (mind), as well as increasing skills in managing the environment (hands) (Daryanto&Suprihatin, 2014).

As we can see in modern times like now, there are a lot of problems related to the environment, especially in our country, Indonesia. Recently, the media has reported a lot about natural disasters, including flash floods in Garut, floods in Jakarta, Bandung, Medan and so on. This happens because of the lack of public awareness and concern for the surrounding environment which should be a shared responsibility as the Indonesian people to maintain and preserve it. This requires us to determine how the efforts that need to be taken so that the community can increase their concern for the environment. Increased awareness and concern for the environment must be embedded from an early age, so that environmental awareness will always grow properly. Through environmental education, it is hoped that it will be one of the long-term solutions to environmental problems. Especially in high schools where students are in their teens, so it is very fitting to apply good characters to them, so that they will make an impression on them until they become adults and become good habits that are embedded in their minds. For example, small things that we can see, to protect the environment is not to litter. What if every day there are 20 people who throw garbage, with different volumes, there is a lot and a little. Over time, the consequences will be felt. It's not only humans in the surrounding environment who feel, more than that, residents around the river, then

the habitat of the fish in the river will be disturbed. Again, our next generation (children and grandchildren) will bear the burden of our carelessness. Therefore, the teacher plays an important role in various matters regarding students, including shaping the character of protecting the surrounding environment. Preparing students to respond to and face contradictory life, education is actually the biggest contribution to this situation. In the context of formal education in schools, this could be one of the reasons, because education in Indonesia focuses more on intellectual or cognitive development alone, while the soft skills or non-academic aspects as the first element of character education have not been considered optimally and even tend to be ignored.

In an effort to find examples of schools that have successfully implemented environmental education, researchers found SMA Negeri 5 Pematang Siantar as one of the schools that was considered successful in carrying out environmental education in the Pematang Siantar area. This is based on the school's achievements related to environmental education such as holding Jumat Bersih every Friday which all students participate in, distributing plant seeds to the community, making compost, participating in World Clean Up Day activities. Beginning with the implementation of the Adiwiyata program since 2013, SMA Negeri 5 Pematang Siantar succeeded in obtaining the national independent Adiwiyata award in 2017. Adiwiyata Mandiri is the highest award in the environmental field given by the Ministry of the Environment of the Republic of Indonesia to schools that are considered to have been able to actualize environmental culture in all aspects of school activities. Therefore, researchers focus their research on planning and implementing environmental education which is realized in independent Adiwiyata school programs. Therefore from the description above, researcher observed a research and conducted the research with the title "Students' Environmental Knowledge and Attitude at SMA Negeri 5 Pematangsiantar as an Adiwiyata School Status".



## 1.2 Problem Identification

Based on the background description above, researcher identified the problem as follows:

1. Environmental damage occurs due to natural and human activities.
2. Lack of students' awareness and concern about environmental preservation which causes environmental issues to increase.
3. The expected results from the long-term programs that have been carried out by the government have not been achieved to promote schools that are superior in environmental education.
4. There are many schools which do achieve the Adiwiyata School status due to the lack of dissemination from schools that have received the Adiwiyata School title to other schools.
5. There are not many in-depth qualitative academic studies that study aspects and success factors of Adiwiyata schools in implementing environmental education in their school.

## 1.3 Scope of Study

In order to make this research become more focus, this research will discuss the limited problem about student's environmental knowledge and attitude at SMA Negeri 5 Pematangsiantar as an Adiwiyata School status.

## 1.4 Research Questions

In this study, the research question as follows:

1. How good is the students' environmental knowledge in X Grade classes of SMA Negeri 5 Pematangsiantar?
2. How good is the students' environmental attitude in X Grade classes of SMA Negeri 5 Pematangsiantar?

## 1.5 Scope of Problems

In this study, the scop of problems that will be discussed are :

1. The implementation of environmental education impact on the students' knowledge of SMA Negeri 5 Pematang Siantar's students about environmental knowledge.

2. The implementation of environmental education impact on the attitudes of SMA Negeri 5 Pematang Siantar students toward environmental awareness.

### **1.6 Study Objectives**

The objectives of this study are:

1. To know the level of students' environmental knowledge of SMA Negeri 5 Pematang Siantar as an Adiwiyata school.
2. To know the level of students' attitudes toward environmental awareness of SMA Negeri 5 Pematang Siantar as an Adiwiyata school.

### **1.7 Research Purposes**

The research purposes of this study are:

1. For teachers, can help to evaluate the success of environmental education in lesson plan.
2. For teachers, can improve the way of learning techniques on optimizing the environmental education.
3. For school, can find out the condition of the implementation of environmental education on students' knowledges and attitudes to improve the success of Adiwiyata School project at SMA Negeri 5 Pematang Siantar.

### **1.8 Operational Definitions**

1. Environmental Education

Environmental Education is a learning process that aims for students to have knowledge, attitudes and behavior that are rational and responsible for environmental problems in accordance with the abilities they have acquired. In implementing environmental education, several specific programs owned by Adiwiyata schools include: Scheduling daily class pickets; Clean Friday program, namely carrying out activities to preserve the school environment, such as cleaning gutters at school, maintaining flower gardens, planting vegetable seeds, treating waste, and others according to a set schedule; Environmental extracurriculars, namely programs outside of teaching and learning activities that are carried out once a week by carrying out environment-based activities, such as planting, maintaining and managing

the school environment. There are environment-based facilities, such as school toga gardens, fish ponds, school forests, or green house ; There is waste management, both for making compost and for converting it into works of art; Save energy sources, such as water and electricity, by at least placing an appeal sticker near a water faucet or electrical switch.

## 2. Students' Environmental Knowledge

Students' environmental knowledge is the ability of understanding the environmental problems environmental problems and be able to solve the problems they face so that they are expected to have responsible behavior in their own environment. In this research, to measure the level of students' environmental knowledge is based on the answering questions result related to admire Allah SWT's creation of various levels of biodiversity, demonstrate careful behavior in identifying the characteristics of several types of living things, preserve and love the environment for the preservation of nature, sensitive and caring in preserving the environment, identify environmental changes, identify and explain environmental pollution, preserve and love the environment for the preservation of nature, and mention the effect of waste on the environment and life indicators.

## 3. Students' Environmental Attitude

The attitude of caring for the environment is an effort to raise awareness so that they not only know about waste, pollution, reforestation, and the protection of endangered animals, but more than that, raise environmental awareness among Indonesian people, especially today's youth, to love their homeland to build a just Indonesia. , prosperous, intact and sustainable. In this study the attitude of caring for the environment are measured by the answering questions result from the indicators such as always protect the environment, maintain the tidiness and cleanliness of the environment, wise in using natural resources, support reforestation program, and participatory based activities showed that students' attitudes.

## 4. Adiwiyata School

Adiwiyata School is the nickname for schools that have received the Adiwiyata award nationally starting from elementary school, middle school,



and high school level. Adiwiyata schools have implemented Environmental Education and are environmentally cultured. The Adiwiyata Program uses a comprehensive approach to developing environmentally friendly schools that are sustainable by: 1) Encouraging schools to develop and improve environmental conditions through the school curriculum; 2) Increase school attention to environmental protection and management issues; 3) Development of environmental activities; and 4) Building cooperation. In this research, Adiwiyata School is chosen to find out the level of students' environmental knowledge and attitude by administering test about environmental knowledge, environmental protection and management issues.

