

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is an effort made to develop an individual's abilities and personality through specific processes or activities (teaching, guidance or training) as well as personal interactions with their environment to achieve a complete human being with actions or changes that are carried out consciously and planned because every human being has the potential to be able to be educated and able to educate (Zainal, 2009).

Education has a vital role so that students have sensitivity and concern for the environment. Education can be pursued anywhere, one of which is within the scope of the school. In school, there is a learning process. *Learning* is defined as a process of interaction between students and their environment so that changes in behavior occur for the better, not only in the knowledge aspect but also in combining elements of attitude in the learning process. However, the element of attitude often needs more attention from teachers so that during the learning process, students are not accustomed to developing caring attitudes, especially towards the environment (Wardaniah, 2019).

Talking about the attitude of caring environment, it is crucial to understand that the relationship between living things and their environment is continuous, particularly relevant in biology education. Human behavior can significantly impact the environment, just as the environment can influence human life. Biology classes should expose students to real environmental problems to encourage them to develop their knowledge and apply it to solving environmental issues. By doing so, students will be better equipped to preserve the environment, which is crucial in ensuring a sustainable future.

Natural and artificial factors cause environmental problems that occur. Natural factors are caused by natural conditions such as weather and natural disasters. At the same time, artificial factors are caused by human actions or activities that exploit nature too much, causing environmental problems. One of the environmental problems

that often occurs is throwing rubbish anywhere, which causes negative impacts on the ecosystem and even environmental pollution (Siregar, 2021). Environmental problems are also often found in the school environment. Schools are also a place that produces waste, both organic and inorganic waste (Nurlaili et al., 2018). Muhaimin (2015) stated that in the school environment, one often finds dirty schools, student participation in environmental activities still needs to improve, students have low awareness in forming environmentally caring behavior, wasteful behavior in using natural resources and an indifferent attitude toward the environment. The environmental problems are a real form of students' need for understanding environmental awareness or ecoliteracy.

Ecoliteracy is a condition of environmental literacy. Someone who is ecoliterate always understands the impact of their behavior both on fellow humans and nature. Ecoliteracy is complex, supported by cognitive, affective (attitudes and behavior) and psychomotor elements. The desire to protect the environment is based on knowledge about the environment. Awareness to save a damaged environment is based on affective aspects, while actions to maintain environmental sustainability describe psychomotor aspects (Wardaniah, 2019). Ecoliteracy aims to ensure that every human can live in harmony with nature without destroying the natural order. To reduce environmental problems, ecoliteracy needs to be developed in students as a preparation for becoming ecologically literate individuals.

From the results of the researcher's observations during observations at senior high schools in the city of Pematangsiantar, namely SMA Negeri 1 Pematangsiantar, SMA Negeri 4 Pematangsiantar and SMA Negeri 6 Pematangsiantar, it shows that students' awareness of the school environment is still minimal as indicated by the behavior of throwing rubbish carelessly, there is rubbish strewn all over the place. Outside the classroom and inside the classroom. The atmosphere at the start of learning in class is still messy; students only work when told by the teacher first. Apart from that, some students still consume food and drinks that are packaged in plastic. When Clean Friday activities were held at school, only a few students actively participated.

Research on student ecoliteracy has been carried out by research in the field of education. Paryanti (2021) stated in her research that low student ecoliteracy impacts students' low awareness of the environment. This research indicates that the average

student's ecoliteracy needs to be higher, and efforts must be made to increase student ecoliteracy.

Based on the problems described above, the researcher was interested in conducting research with the title "**Ecoliteracy Study Of Senior High School Students In Pematang Siantar City At Academic Year 2023/2024**"

1.2 Problem Identification

Based on problem background, several problems that can be identified include the following:

1. There are some students who still have a low level of environmental awareness at school
2. Students' interest and attention to the school environment is still low
3. To measure the level of students' knowledge abilities

1.3 Scope of Study

The scope of this research is a study of student ecoliteracy at Pematang Siantar City High School in class XI in the 2023/2024 academic year.

1.4 Scope of Problem

Based on the identification of the problems that have been described, there are some limitations to the problems in the study, including the following:

1. The ecoliteracy aspects discussed in this study are knowledge, attitudes and participation aspects
2. The observed environment is at SMA Negeri 1 PematangSiantar, SMA Negeri 4 PematangSiantar, and SMA Negeri 6 PematangSiantar
3. The material used is environmental change

1.5 Research Questions

Based on the description of the background of the problems presented, the formulation of the problems in the study includes the following:

1. What is the level of ecoliteracy of senior high school students in Pematang Siantar City at academic year 2023/2024?
2. What are the differences in the level of ecoliteracy abilities of senior high school students in Pematangsiantar city at academic year 2023/2024?

1.6 Study Objectives

Based on the formulation of research questions that have been described, the research objectives to be achieved include the following:

1. To find out the level of ecoliteracy of senior high school students in Pematang Siantar City at academic year 2023/2024
2. To find out the differences in the level of ecoliteracy ability of senior high schools in Pematang Siantar at academic year 2023/2024

1.7 Research Purpose

From the implementation of the research objectives that have been described, it is expected that the benefits obtained after the research include the following:

1. For teachers, it is hoped that this research can become input for integrating environmental education in biology learning.
2. For students, it is hoped that this research will be able to increase awareness of the importance of the environment
3. For schools, this research can be used as a reference for forming students' ecoliteracy
4. Other researchers, this research can add insight into the integration of environmental education in biology learning, and determine its effect on students' ecoliteracy at school.
5. Readers, it is hoped that the results of this research can be used as study material or reference for research related to student ecoliteracy