

EDUCATORS AND COLLEGE STUDENTS ABILITY IN ENVIRONMENTAL CARE ATTITUDE

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ABSTRACT

This study aimed to describe the lecturers' and college students' ability in environmental care attitude in Pekanbaru. This research is a descriptive qualitative research which was designed through a survey method. The samples were selected using purposive sampling, obtaining 100 people consisting of 16 teachers, 7 lecturers, and 77 students in Pekanbaru. Data were collected through questionnaires and further analyzed based on the Miles and Huberman model including data reduction, data presentation, and conclusion drawing/verification. The results showed that the average score of the environmental care attitude of the lecturers was 90% with a good category. Meanwhile, the average score of the environmental care attitude of the college students was 89.5% in the good category. Thus, it can be concluded that this indicates that educators and students have a good environmental care attitude.

Keywords: *Environmental Care Attitude, College Student*

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan kemampuan sikap peduli lingkungan para dosen, guru dan mahasiswa di Pekanbaru. Penelitian ini merupakan penelitian kualitatif deskriptif yang dirancang melalui metode survey. Pemilihan sampel menggunakan purposive sampling dengan melibatkan seramai 100 orang yang terdiri dari unsur Pendidik guru berjumlah 16 orang, unsur dosen berjumlah 7 orang, unsur peserta didik yaitu mahasiswa berjumlah 77 orang. di Pekanbaru. Pengumpulan data dilakukan melalui kuisioner sedangkan teknik analisis data didasarkan pada model Miles dan Huberman meliputi reduksi, penyajian data, dan penarikan kesimpulan/verifikasi. Hasil penelitian menunjukkan bahwa rata-rata skor sikap peduli lingkungan para dosen adalah 90 % dengan kategori baik. Sementara rata-rata skor sikap peduli lingkungan para mahasiswa adalah 89,5 % dengan kategori baik. Dengan demikian, dapat disimpulkan hal ini mengindikasikan bahwa dosen dan mahasiswa memiliki sikap peduli lingkungan yang baik.

Kata kunci: Sikap Peduli Lingkungan, Mahasiswa

A. Introduction

In 2010, the government established a national education movement as an effort to improve character building and development. Character education is an effort of instilling intelligence in mindset, appreciating in shaping behavior, and instilling behavior using noble values that become identity, embodied on the relationship within oneself, with the society, with the environment, and with God. Various character education programs have been implemented in an educational environment by focusing on 18 points of character values, including environmental care and responsibility (Agung, 2017). Character education that is given to help preserve the environment is character education on environmental care. Character education must be instilled for young citizens, character is manifested in the form of behavior that must be displayed in the environment (Indrayati & Marzuki, 2021). In Indonesia, the nation's children are educated to become human beings with noble character, so that educators act as learning models for students who learn character (Rohmanurmeta & Dewi, 2020). The character education of environmental

care is an effort to assist children so that their attitudes and actions always try to prevent damage to the surrounding natural environment and develop efforts to repair the natural damage that occurs (Iriany, 2017). Environmental care is an attitude and action in the form of always trying to prevent damage to the surrounding natural environment and developing efforts to repair the natural damage that has occurred (Mariza Fitriati et al., 2021).

In Indonesia, the general educational process is closely related to the surrounding environment. The implementation of education should have a good impact on the environment around educators and students. In fact, there are still many problems related to the environment. This is indicated by the increased case of pollution and damage to nature or the environment caused by human activities in the forms of exploiting natural resources and the environment limitlessly (Stevanus, 2019). Environmental care attitude is the current trending issue due to damage that has occurred in various places. This indicates that environmental problem is not a new problem and is a problem that is very

concerned in today's life. Several examples of environmental problems that often occur in Indonesia are climate change, floods, as well as water, air, and soil pollution, along with fires that occur in many forests and lands, and many other human activities that cause environmental damage (Narut & Nardi, 2019).

School is one of the places to instil environmental care attitude, especially in students. The habituation of environmental care can be implemented in the community and school environment. This can be done by maintaining the school environment, maintaining class cleanliness, disposing of garbage in its place, utilizing used goods for crafts, providing cleaning tools, and making environmental education programs (Pratiwi et al., 2020). According to Sukardjo & Komarudin (2017) if educators want to change the behavior of their students, then they must first change their beliefs or views related to attitudes. The attitude means in the form of a closed action or response from a person to an object or stimulus (Azhar et al., 2016). Therefore, the role of educators must be further improved, especially related to learning about environmental

problems. Educators are also expected to have the ability to integrate environmental problems that occur in everyday life in the learning by providing various simple examples in the subject matter so that it is easy for the students to understand and make a living habit of protecting the environment (Purwanti, 2017).

Furthermore, Waskito & Harsono (2012) explained that community has low level of knowledge about environmental preservation. Therefore, this can be utilized as a strong reason to conduct a socialization and learning programs for the community about the importance of environmental conservation. The assessment of the environmental care attitude in the community is not only ceremonial, but should be implemented in real life. One of the efforts to increase awareness of environmental sustainability starts from the educational aspect. The environmental damage that has occurred frequently can also be prevented if environmental awareness is upheld. One of the efforts that can be made to decrease the environmental damage is by integrating the environmental concern

value to the learning activities (Sitti Hasnidar, 2019). Therefore, through the installation of environmental care in students, it is expected that they can maintain and preserve the ecosystems to produce a more decent living environment (Cahyaningtyas et al., 2019). Thus, the researchers tried to analyze the lecturers and students' ability in environmental care attitudes in Pekanbaru.

B. METHOD

This research was conducted through a survey (Creswell, 2012) by using a quantitative approach, which aims to present a specific description of a situation, social setting, or a relationship. The results of this descriptive study are in the form of a detailed description of the research subject. This study focuses on the phenomenological paradigm whose objectivity was built on the formulation of certain situations as experienced by certain individuals or social groups and is relevant to the research objectives, in this case, the researchers described how the ability of environmental care was done by the lecturers, teachers, and students of UIN Suska Riau. Furthermore, this research was conducted in

Pekanbaru, Riau by involving 100 participants consisting of 16 teachers, 7 lecturers, and 77 students. The research data were obtained by using an instrument in the form of a questionnaire related to environmental care attitudes. These questionnaires were further assessed using a Likert scale. Questionnaire is defined as a technique of collecting information by providing several statements to be answered by the participants so that it can be analyzed further. This analysis was performed to learn about attitudes, beliefs, behaviors, and characteristics of people in an organization who can be affected by the proposed system or the existing system (Sugiyono, 2016). The researcher analyzed the data analysis based on the Miles and Huberman model which consists of three activity lines, those are data reduction, data presentation, and conclusions or verification. In addition, a formula was adapted from Campbell (1999) to analyze the attitude of environmental care (Istiqomah, 2019).

Score of environmental care attitudes were calculated using the following formula:

$$N = \frac{\text{The score obtained}}{\text{Maximal Score}} \times 100\%$$

The determination of environmental care attitudes is presented in the following Table 1:

Table 1. Criteria of Environmental Care Attitudes

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No.	Score (%)	Criteria
1.	<31.25	Poor
2.	31.25-62.5	Sufficient
3.	>63.5-93.75	Good
4.	>94	Very Good

The results of the analysis were further made as a basis of recommendation in the context of mentoring and guidance that should be done by the stakeholder and educational institution.

C. Results

The following table presents the initial environmental care attitudes among the educators and students as one of the forms of researchers' concern on the environmental care attitudes.

Table 2. Educators' Environmental Care Attitude

NO	Statement	Assessment Alternative				
		ST	S	K S	T S	ST S
1.	Always preserving the environmental sustainability	68%	27 %	-	-	5%
2.	Not taking, cutting, or uprooting the plants found along the road	68%	27 %	-	-	5%

3.	Not doodling and writing on trees, stones, roads, or walls	82%	14 %	-	-	5%
4.	Always disposing of trash in the its place	77%	18 %	-	-	5%
5.	Not burning trash around housing	55%	41 %	-	-	5%
6.	Implementing environmental cleaning activities	77%	18 %	-	-	5%
7.	Hoarding used goods	50%	23 %	9 %	14 %	5%
8.	Cleaning up the garbage that clogs the waterways	73%	18 %	5 %	-	5%
Average		73 %	23 %	-	-	4%

Based on Table 2 above, it shows the educators' environmental care attitudes based on 8 items. In general, the educators' environmental care are categorized as GOOD with mean percentage of 90% (strongly agree).

Table 3. College Students' Environmental Care Attitudes

NO	Statement	Assessment Alternative				
		ST	S	K S	T S	ST S
1.	Always preserving the environmental sustainability	67%	33 %	-	-	-
2.	Not taking, cutting, or uprooting the plants found along the road	67%	35 %	4 %	-	-
3.	Not doodling and writing on trees, stones, roads, or walls	71%	28 %	1 %	-	-
4.	Always disposing of trash in the its place	64%	33 %	3 %	-	-

5.	Not burning trash around housing	45%	45 %	8 %	-	-
6.	Implementing environmental cleaning activities	69%	31 %	-	1 %	-
7.	Hoarding used goods	29%	24 %	32 %	7 %	8%
8.	Cleaning up the garbage that clogs the waterways	71%	20 %	9 %	-	-
Average		61 %	37 %	2 %	-	-

Based on Table 2 above, it shows the educators' environmental care attitudes based on 8 items. In general, the educators' environmental care are categorized as GOOD with mean percentage of 89.5% (strongly agree).

Always protect the environmental sustainability

According to table 2 above, it was found that in terms of environmental care attitude of always preserving the environmental sustainability, 68% of the educators were strongly agree, with the statement, 27% of the educators agreed with the statement, and 5% of the educators strongly disagreed with this statement. This indicates that almost all the educators involved chose that the statement of always preserving the environment is an activity that shows environmental care attitude.

Furthermore, table 3 shows that in terms of the environmental care attitude of always preserving environmental sustainability, 67%, of the students strongly agreed with the statement, while the remaining 33% agreed. This shows that the entire students chose that always preserving the environment is one of the activities showing an environmental care attitude.

Not Taking, Cutting, or Uprooting Plants along the Road

Table 2 above shows that 68% of educators strongly agreed, 27% of educators agreed, while 5% of educators disagreed on the second indicator that not taking, cutting, or uprooting plants along the way indicates an environmental care attitude. This indicates that almost the entire educators involved chose that not taking, cutting, or uprooting plants along the road is one of the activities that shows an environmental caring attitude.

Meanwhile, Table 3 shows the percentage results among the students. It describes that although there were 4% of students who did not agree with the environmental care attitude in the forms of not taking, cutting, or uprooting the plants along

the road, there were still 61% of the students who strongly agreed and 35% of students also agreed on this statement. This indicates that almost the entire students always choose not to take, cut, or uproot the plants they find along the road as an activity that shows an environmental care attitude.

No Doodling, Writing on Trees, Stones, Roads or Walls

Based on Table 2 above, there were 82% of educators who strongly agreed and 14% of educators who agreed with the attitude of environmental care in the forms of not doodling and writing on trees, stones, roads, or walls, even though there were other 5% of the educators who disagree with this indicator. This means that almost the entire sample of educators chose that not doodling and writing on trees, stones, roads, or walls is one of the activities which shows an environmental care attitude.

Meanwhile, Table 3 shows that only 1% of students who disagreed that not doodling, writing on trees, stones, roads and walls are forms of environmental care attitude, while 71% of students strongly agreed and 28% of students agreed on the indicator proposed. This means that almost the entire sample of students

chose not to scribble and writing on trees, stones, roads, or walls as one of the activities that showed an environmental care attitude.

Always Disposing of Garbage in Its Place

Table 2 describes that 77% of the educators strongly agreed and 18% of them agreed that always disposing of garbage in its place is one of the forms of environmental care attitude, while 5% of the educators disagreed on this indicator. This indicates that almost the entire sample of educators chose to always dispose of garbage in its place as an activity that shows an environmental care attitude.

Meanwhile, table 3 above shows that the percentage of students who strongly agreed and agreed with the environmental care attitude in the forms of always disposing of garbage in its place was 64% and 33% of students, respectively, while the remaining 3% of students disagreed. This indicates that almost the entire sample of students chose that always disposing of garbage in its place is an activity that shows an environmental care attitude.

Always Disposing of Garbage in Its Place

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Meanwhile, table 3 above shows that the percentage of students who strongly agreed and agreed with the environmental care attitude in the forms of always disposing of garbage in its place was 64% and 33% of students, respectively, while the remaining 3% of students disagreed. This indicates that almost the entire sample of students chose that always disposing of garbage in its place is an activity that shows an environmental care attitude.

Not Burning Garbage around Housing

Based on table 2 above, the results show that the percentage of educators who strongly agreed and agreed with the environmental care attitude in terms of not burning garbage around

housing is 55% and 41% of educators, respectively, while the remaining 5% disagreed on the statement. This indicates that almost the entire sample of educators chose not to burn garbage around housing as an activity that shows environmental care attitude.

Meanwhile, table 3 shows that the percentage of students who strongly agreed and agreed with environmental care attitude in the forms of always disposing of garbage in its place was 45% each, while the remaining 8% of students less agreed, and 1% of students disagreed. This indicates that almost the entire sample of students chose that always disposing of garbage in its place is an activity that shows an environmental care attitude.

Implementing Environmental Cleaning Activities

Based on table 2 above, the results show that 77% of the educators strongly agreed, 18% of the educators agreed, and 5% of educators disagreed that implementing environmental cleaning activities is an environmental care attitude. This indicates that almost the entire sample of educators chose that implementing environmental cleaning activities is an

activity that shows an environmental care attitude.

Based on table 3 above, it shows that in terms of implementing environmental cleaning activities as environmental care attitude, 69% of students strongly agreed and the remaining 31% of students agreed on this indicator. This indicates that the entire sample of students agreed upon environmental care attitude in the forms of implementing environmental cleaning activities.

Hoarding used goods

Table 2 above describes that the percentage of educators' respondents to indicators of environmental care attitudes in terms of hoarding used goods is 50% strongly agreed, 23% educators agreed, 9% less agreed, and there are 5% educators strongly disagreed. Based on the results of this percentage, some educators choose to hoard used goods as an activity that shows an attitude of caring for the environment, but others choose that hoarding used goods is not a good solution to the application of an environmental care attitude.

From table 3 above, it shows that the percentage of students who choose strongly agree with the attitude

of caring for the environment in terms of hoarding used goods is 29%, 24% answered agreed, 32% answered less agreed, 7% of students chose disagreed, and the remaining 8% strongly disagreed with the indicator proposed. Based on the results of this percentage, although many students answered that hoarding used goods are an activity that shows an environmental care attitude, there were still some other students who chose that hoarding used goods is not the right thing to do in implementing an environmental care attitude

Cleaning up Garbage That Clogs Waterways

Based on table 2 above, it was found that the percentage of educators who strongly agreed with the environmental care attitude in terms of cleaning up the garbage that clogs waterways is 73%, 18% of educators choose agreed, and 5% disagree and strongly do disagreed. This indicates that some educators choose to clean the garbage that clogs the waterways as an activity that shows an environmental care attitude, but others chose that cleaning the garbage that clogs the waterways is

not a good solution to the application of environmental care attitude.

Meanwhile, Table 3 shows that the percentage of students who strongly agreed with the environmental care attitude in terms of cleaning up the garbage that clogs waterways is 72%, 20% of students agreed, and 9% of students less agreed. This indicates that almost the entire sample of students chose that cleaning the garbage that clogs waterways is an activity that shows an environmental care attitude.

DISCUSSION

Instilling character and attitude is important but not easy in terms of building or shaping character attitudes and attitudes since it needs a long process. Regarding characters and attitudes, several researchers proposed that it should be started since pre-school to university level, both formally and informally (Xu et al., 2019; Akkor & Gündüz, 2018; Özden, 2008) in (Armanda & Saputri, 2019). In the educational field, one of the important characters that needs to be instilled is the environmental care attitude, which is defined as an attitude or an action for those who try to prevent damage to the surrounding

natural environment and develop efforts to repair the natural damage that has occurred (Widyaningrum & Prihastari, 2018). In this case, various parties need to provide strong support and commitment so that students can improve their environmental care attitudes, especially prospective student educators. Future educators are expected to have positive attitudes and characters towards the environment and can spread positive things to others, especially to their students in the future.

Based on Tables 2 and 3, there are 8 indicators concerning the ability of environmental care attitude which were analyzed in the current study. In general, the educators and students' environmentally care attitude are categorized as good with an average percentage of 90% (Agree) for the educators and 89.5% (Agree) for the students. Therefore, the respondents agreed upon each statements regarding the environmental care attitude, which indicated that educators and students of UIN Sultan Syarif Kasim Riau had a good environmental care attitude.

Environment is everything around us. When we preserve the environment, we can obtain many

benefits, thus the respondents agreed upon each indicator regarding the environmental care attitude and claimed that the instillation of environmental care attitude is very important and also good to be implemented in daily life. This is because if we have embedded attitudes and habits to protect and preserve the environment, it will be a positive thing in reducing the impact of environmental damage that will occur (Ria et al., 2018).

There are many ways to provide an understanding of the environmental care attitude, so that educators, especially, who have understood the importance of environmental care are expected to be able to train the character of their students in learning practices. There are 8 indicators of environmental care attitude (Nenggala, 2007), including: (1) always preserving the environment, (2) not taking, cutting, or uprooting plants found along the road, (3) not doodling and writing on trees, stones, roads or walls, (4) always disposing of garbage in its place, (5) not burning garbage around housing, (6) implementing environmental cleaning activities, (7) hoarding used goods, and (8) cleaning the garbage that

clogs the waterways. With this indicators, educators can link teaching materials with activities related to instilling an environmental caring attitude, so that students can practice this attitude both in lectures, at home, and the surrounding environment. This is in accordance with the opinion stated by Wibowo (2020) that if knowledge and environmental care can be instilled in students, it is expected that they will be equipped with positive attitudes and behaviors towards the environment when they are old. Moreover, as the times progress, there will be more and more global warming issues which are the result of natural or environmental damage. The younger generation is a milestone that plays a major role in the importance of taking care for the environment, where the caring attitude and responsibility of the younger generation are able to provide a breakthrough for environmental protection and try to prevent damage to the natural environment around them, thus they will be ready to develop efforts to repair the natural damage that has occurred (Sudarsih, 2019).

Therefore, it is really needed to instill the ability of environmental care

attitude to the community, especially students, where educators play a significant role in teaching environmental care character education to their students. Furthermore, it is also expected that students will be able to be wiser towards the environment, able to be responsible and wise in managing natural resources and the surrounding environment (Kasi et al., 2018). In addition, within the interaction between the students and the environment, students not only understand and master concepts but are also able to develop their ideas in finding solutions to the existing environmental issues (Armanda & Saputri, 2019).

D. Conclusion and Suggestion

Conclusion

Based on the research problems formula and results, it can be concluded concerning the ability of the environmental care attitude of the respondents, including the educators and students at the UIN Sultan Syarif Kasim Riau, in which they agreed with each item or indicator about environmental care attitudes. In addition, the results also indicate that educators and students at UIN of

Sultan Syarif Kasim Riau has a good environmental care attitude. The importance of instilling environmental care attitude in the field of education presents that educators are able to integrate every delivery of learning material with the installation of environmental care attitude and character, in order to positively affect the students in the future on the development that affect the state of the natural-environment.

Suggestion

This research is still limited to basic research which only map the profile of the environmental care attitude in educators and students in Pekanbaru. The author suggests that further research should be done in order to develop subject-specific pedagogy (SSP) in shaping and developing environmental care attitude, both in the components of awareness, feelings, and also behavior.

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