

Needs Analysis for Developing Environmental Care Attitudes for students of Social Studies Education Program

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Abstract : Environmental sustainability is an important issue and should be a concern in every field, especially education. The attitude of caring for the environment is one of the characteristics that must be developed starting from the realm of elementary school to college. However, there are still many students who seem indifferent to environmental cleanliness. This research is a quantitative descriptive study with the aim of knowing the need for the development of environmental care attitudes through a survey of the level of attitude towards cleanliness, energy saving, and the application of the 3Rs of Social Science Education study program students. The results showed that there are still many Social Studies Education Study Program students who do not care about environmental cleanliness such as throwing garbage out of place in the classroom area, not turning off the electricity after finishing the class, and lack of application of the 3Rs. So it is necessary to develop an attitude of caring for the environment for students of the Social Studies Education Study Program. Alternatives that can be given to develop an attitude of environmental care can be through activities and integration of environment-based learning.

Keywords : needs analysis; attitude development; environmental care; students; social studies

A. INTRODUCTION

Environmental sustainability is one of the issues that receives important attention in all fields. Environmental conditions that are quite alarming such as high air pollution, large amounts of garbage piling up, and excessive use of plastic materials make it necessary to develop a level of public awareness of the environment. As stated in Law No.32 of 2009 concerning Environmental Protection and Management, article 67 regarding community obligations everyone must maintain the preservation of environmental functions and control pollution or environmental damage. Planting the value of environmental awareness can be done through education.

Education is one of the areas designated to instill character in students. As stipulated in Law No.30 of 2003 concerning the National Education System article 3, national education has the function of developing abilities and shaping the character and civilization of a dignified nation to educate the nation's life, to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Based on these goals, education must be able to produce students with knowledge and character. Lickona explains knowing about moral values is not enough to form individuals with character, so it is important to develop moral character in each person along with understanding moral values (Chairiyah, 2014).

Environmental care is one of the characters developed in education. Environmental care has the meaning of an attitude or effort made by individuals to prevent, manage, and care for the environment properly (Purwanti, 2017). Planting the character of environmental care has the aim that students have a sensitive and caring attitude towards changes in the condition of the surrounding environment. Many ways can be done so that students get a good understanding of environmental care such as seminars, guidance, socialization, and integration in learning from elementary school to college level (Ismail, 2021).

The development of environmental awareness should continue in higher education. Because the formation of character or attitude cannot be instant but gradual. Character is developed through several stages ranging from knowledge (knowing) implementation (acting) and habits (habit) (Yusmarti, 2017). So that the attitudes that have begun to build from an early age can be well embedded in themselves and applied in everyday life, one of which is sensitive to the cleanliness of the campus environment.

Social Studies Education study program students also have the same obligation to the campus, and participate in maintaining the cleanliness of the environment around the classroom or activity area. Social studies is one of the branches of science that also discusses the relationship between humans and the environment in which they live and all the problems that arise in it (Rahmad, 2016). As a science that also discusses the reciprocal relationship between humans and the environment, having a sense of sensitivity to environmental conditions is one of the attitudes that must be possessed by students who take this science. Because learning has been taught about understanding environmental conditions, it is necessary to apply this knowledge in everyday life. Environmental care behavior can be started from oneself when on campus such as participating in maintaining class cleanliness, applying the 3Rs, and saving energy.

Bringing up and getting used to caring for the environment is still not implemented optimally among students. Seen in the classroom environment there are food wrappers and paper left behind. Lights that are not turned off when leaving the room. There are still some who leave food boxes around the field, and there are still many who have not used their bottles for drinking. Conditions like this need to be followed up because campus cleanliness is not only the task of campus employees but all campus residents including students. Seeing conditions like this, it is necessary to know how much caring attitude is possessed by students, especially students from the Social Studies Education Study Program.

B. METHODS

This research uses a quantitative approach with descriptive research. Quantitative descriptive research according to (Sugiyono, 2012) is a study conducted to identify the values of variables independently, either with one or more (independent variables) without making comparisons or correlations with other variables. Sulistyawati and Trinuryono (2022) also explained that quantitative descriptive research is one type of research that describes, analyzes, and explains phenomena using data in the form of numbers without an attempt to test certain hypotheses. It can be concluded that quantitative descriptive research is one of the studies that uses numerical data to analyze a particular problem or phenomenon without comparing or testing.

This study aims to determine the need for the development of environmental care attitudes through a survey of caring attitudes towards cleanliness, energy saving, and the application of the 3Rs of PIPS study program students. This study used 50 samples of social studies students class of 2022 taken randomly or random sampling. Data collection techniques by distributing questionnaires to conduct surveys on environmental care attitudes to students.

C. RESULT & DISCUSSION

Result

The research data was obtained by distributing questionnaires containing several questions to students related to environmental care attitudes. The questions given are about

the attitude of students in disposing of garbage and saving energy. Based on the research results, the following results were obtained:

Table 1. Questionnaire results about student attitudes in disposing of waste and saving energy

Number	Indicator	Statement of Choice	Presents
1	Dispose of trash after bringing food to class	Putting trash in pockets and taking it outside to throw it in the trash can	87,8%
		Dispose of it a visible place so that it can be cleaned by the cleaning service.	12,2%
		Throwing food wrappers under chairs	0%
2	Disposing of garbage in its place after buying food in the campus area	Throwing garbage in the trash can after buying food in the campus area	100%
		No throwing garbage out of place after buying food in the campus area	0%
		Occasionally throwing garbage into the trash can after buying food in the campus area	0%
3	Turning off the lights when leaving the classroom	Yes, turn off the lights when leaving the classroom	41,5%
		No, leaving the lights on when leaving the classroom	29,3%
		Occasionally wants to turn off the lights when leaving the classroom	29,2%
4	Turning off the LCD when leaving the classroom	Yes, turn off the LCD when leaving the classroom	73,2%
		No, Leaving the LCD on when leaving the class, and another friend turned it off	19,5%
		Occasionally, turn off the LCD when leaving the classroom	7,3%
5	Bring your own water bottle to campus	Yes, Bring your water bottle to campus	43,9%
		No, Buying bottled drinks so that the container can be disposed of directly	29,3%
		Sometimes, I buy bottled drinks but I also bring my water bottle.	29,2%
6	Using plastic bags when shopping	Yes, Using plastic bags when shopping	56,1%
		No, Bringing reusable bags for shopping	9,8%
		Sometimes, I bring reusable bags but I still use plastic bags for groceries.	34,1%

Based on the table above, there are still many students who choose to wait for their friends to turn off the lights or LCD when leaving class. In addition, some student are still happy to use plastic bags for shopping and buy bottled water instead of bringing their drinking bottles from home. The following is an explanation of table 1 regarding the attitude of students in disposing of waste and saving energy:

1. Disposing of garbage after bringing food to class
In this question point, there are three options given to students. The percentage results are 87.8% of students choose to put the garbage in their pockets and take it out to be disposed of in the trash. The remaining 12.2% of students chose to dispose of it in a visible place so that it could be cleaned by the cleaning service. There were no students who chose to throw food wrappers under the chair.
2. Dispose of garbage in its place after buying food in the campus area
Unlike the previous question, for the question regarding the attitude of students after buying food on campus, all of them answered that they threw it in the trash. The campus area in question is within the campus environment of UIN Maulana Malik Ibrahim Malang.

3. Turning off the lights when leaving the classroom
In this question, there are three answer options. The percentage results are 41.5% answered yes. 29.3% answered no. The remaining 29.2% answered sometimes.
4. Turning off the LCD when leaving the classroom
The percentage of results on this question was 73.2% who answered yes. A total of 19.5% of students answered no. The remaining 7.3% answered sometimes.
5. Bring your water bottle to campus
The percentage of results on this question is 43.9% of students answered yes. 34.1% of students answered no. The remaining 22% answered sometimes.
6. Using plastic bags when shopping
The survey results from this question were 56.1% of students answered yes. 34.1% answered sometimes. The remaining 9.8% answered that they bring their reusable shopping bags.

Another question point that was also asked related to the existence of seminars and socialization held on campus regarding environmental awareness. Based on the results, it turns out that there are still 51.2% of students who have not participated in activities related to environmental awareness held by the campus. A total of 17.1% stated that they had participated in activities related to environmental awareness. The remaining 31.7% stated that they might have participated or forgot. Students also agreed that seminars, socialization, or other activities related to environmental awareness were held by the Social Studies Education study program because they could foster a sense of responsibility and a caring attitude towards the environment for students.

Discussion

Cultivating an attitude of environmental care is not only focused on children who attend elementary to high school but also college. Environmental awareness must continue to be cultivated so that sensitivity in students continues to exist. As explained by Cholifah and Alfi (2022) every learner must understand the crisis conditions faced by the environment to generate a caring attitude and be able to behave wisely regarding environmental utilization. However, there are still many who have not taken actions that reflect concern for the environment.

Based on the survey results that have been obtained, there are two points discussed related to environmental cleanliness, energy saving, and the application of the 3R. In the first point, the discussion is about environmental cleanliness. Several questions contained in the questionnaire show how concerned students are about the cleanliness of the classroom environment and activity areas on campus. The tendency of students to throw away in visible places such as terraces and around classrooms after finishing eating in class. It is different when students buy food and drinks in campus areas such as canteens or cooperatives there is still a desire to throw them directly in the trash. This means that students assume that when eating in the classroom area and littering in a visible place it will be cleaned by the cleaning service. This attitude is also found in Pratama's research (2016) which states that people will spontaneously throw garbage outside the garbage disposal because they think it will be cleaned by the cleaning service. This has an impact on the number of students who participate in the same behavior because they think they will not be reprimanded and some special officers clean the lecture building area.

Energy saving is one way to show concern for the environment. Such as using electricity in moderation and turning it off when not in use. But in reality, there are still many students who are not wise in using electricity, especially to turn off the lights and LCD when leaving the classroom. There are still some students who are indifferent when they see the lights on and the condition of the class is empty as well as reluctant to turn off the LCD when leaving the class. Bahij et al., (2020) mentioned in their research that there are still many

students in schools who forget to turn off electricity and water even though they are not in use. The basic reasons for this attitude are forgetting, laziness, and rushing because of the transfer of learning hours. This reason is also reinforced by the results of research (Rahmadyani & Kusuma, 2021) that wasting electrical energy is caused by laziness, forgetfulness, indifference to saving energy and reluctance to take the time to take energy-saving measures. Wildan et al., (2019) also explained that the lack of awareness of the long-term effects of excessive electricity use such as global warming is the basis for people to engage in wasteful energy behavior.

The implementation of the 3Rs (Recycle, Reduce, and Reuse) among students should be maximized. Some students prefer to use instant bottled drinks such as mineral water or instant coffee which is more practical than having to bring their drinking water bottle from home. Likewise, the use of plastic containers when shopping either on campus or outside is still in demand by students or the general public. Even though this habit can cause a lot of plastic waste that is difficult to recycle. This is also reinforced by research from Agustin & Hotimah, (2020) which states that consumptive patterns of ready-to-eat food and drinks that are considered practical can increase the amount of waste.

The development of environmental care attitudes can be done through learning and various activities. In learning, students' environmental care attitudes can be well developed by integrating environmental care activities into learning. Included in the Social Studies Education Study Program, courses that are still related to human and environmental interactions can be integrated with environmentally based activities or projects. It can be a practice related to waste processing, bringing in resource persons from environmental agencies, or practitioners, or even outdoor activities such as visits to mangrove conservation or educational landfills. Arisona (2018) explains in research that has been done that 3R waste management integrated into social studies learning can foster students' environmental care attitudes.

D. CONCLUSION

Environmental care is one of the characters that must be developed in students. However, there are still many students who have not implemented environmental care properly in their daily lives, both in the area and outside the campus. The attitude of less care for the environment still occurs among students in the Social Studies Education Study Program. The lack of environmental awareness in students can be seen from the lack of orderly disposal of garbage in its place after eating around the classroom area, not turning off the lights after finishing the lesson, and the application of the 3Rs that are still lacking. Ways to improve students' environmental awareness can be through activities and learning that are associated with environmental awareness material. Examples of activities can be seminars, socialization, and integration of learning with environmental awareness activities such as outdoor studies to environmental conservation sites or educational landfills, as well as guest lectures with environmental practitioners.

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