The influence of the adiwiyata program on students' environmental care attitudes at school

Rabiatul Adawiah, Septia Sela Anggraini

*Department of Civic Education Universitas Lambung Mangkurat, Banjarmasin, Indonesia

**Abstract:** Human actions are the primary cause of environmental harm. A mindset that views unfavorable occurrences as commonplace contributes to people's ignorance of environmental sustainability. The Adiwiyata curriculum is one that might assist pupils in developing a greater awareness of environmental issues. The purpose of the study is to ascertain how the Adiwiyata program affects students' attitudes toward environmental care. Correlational approaches are used in a quantitative research strategy. The study was conducted at SMP Negeri 29 in Banjarmasin City, using a random sample of 180 participants. A questionnaire is used as the method of data collection. Data analysis was done with SPSS version 22. The study's findings demonstrated that students' considerate attitudes toward the environment were significantly impacted by the Adiwiyata curriculum.

**Keywords:** adiwiyata; attitude; environment care; program

**Introduction**

Living organisms inhabit the environment, which has an impact on human survival and well-being. There is a mutual interaction between living things and their surroundings. Living organisms and their surroundings have a reciprocal relationship, which demonstrates how frequently they interact with one another. Changes in the environment affect both the environment and the life of living things, and vice versa. Samsuri and Gusmadi, 2020). Protecting the environment is a shared responsibility of all groups, including the government, social organizations, and members of society at all levels who are commonly referred to as citizens. Protecting the environment and wildlife is one of a citizen's duties and rights (Setiyowati et al., 2021). Participation can be obtained by sharing components of environmental knowledge, skills, and character values in order to foster a sense of care and protect the environment (Gusmadi, 2018). Conservation of nature and the environment is very important because citizens depend on nature to meet their needs and maintain their survival. The school environment is part of the facilities and infrastructure of formal educational institutions which are often used as learning tools in the teaching and learning process to produce quality, healthy, and intelligent human resources. Therefore, the school must be a good and ideal place for beta students to be in the school environment to carry out all positive activities.

Every student at school has the responsibility to maintain the cleanliness and beauty of the environment. A clean and healthy school environment can only be maintained and achieved with the help of instructors, students, and even parents. Students who are intelligent, capable, environmentally aware, and able to apply an attitude of love and care for the environment in the school environment and society will be born from a healthy educational environment. An environmentally caring attitude is an action or statement that shows siding with environmental sustainability. (Narut & Nardi, 2019). Concern for the environment itself is a mindset and action that always tries to protect the local natural environment and takes the initiative to restore all damage that has been done by nature (Wahyuni, 2016). Students need to have the moral character to care about the environment. Environmental care...
is an attitude and action to prevent damage to the surrounding natural environment and strive to repair existing damage. The nature of environmental care can express students’ environmental awareness and concern. (Ismail, 2021).

However, based on the results of interviews conducted with the Adiwiyata program coordinator at one of the secondary schools in Banjarmasin City, Mrs. SM, said that there are still some students who do not care about the environment. This is proven by the large number of students who are still waiting for instructions from teachers to maintain cleanliness, rubbish that is still strewn around the school environment, and rubbish thrown away without being sorted by type. On the other side, the Sekoa canteen which has implemented a healthy canteen, the canteen is managed by the school itself, which provides food without plastic packaging. However, students still buy food from outside the school, because students are bored with the food sold in the school canteen. Lack of environmental knowledge among students is one of the main factors contributing to environmental hygiene problems. The research results show that there is a significant relationship between environmental knowledge and environmental care attitudes (Simarmata et al., 2018a). School residents must be aware and care about the environment because environmental conditions also have an impact on how well people can live their lives. Education is one way to improve environmental quality. The ultimate goal of education is to instill in students an understanding of the value of protecting the environment. Education is a conscious and planned effort to offer stimulation for students to gain insight (Fahlevi & Kuncoro, 2021).

Based on this problem, the researcher was interested in conducting this research which was carried out by looking at the relationship between the adiwiyata program and an attitude of caring for the environment. SMP Negeri 29 Banjarmasin is one of the schools that implement the Adiwiyata program at school. The efforts made by the school in the Adiwiyata program aim to create awareness and responsibility in students towards the environment. Before the Adiwiyata program was implemented at SMP Negeri 29 Banjarmasin, the school implemented a healthy school. The difference that occurs during the implementation of the Healthy School and the Adiwiyata program is the condition and facilities of the school, such as greening activities, the existence of a waste bank, eco-bricks, and coenzymes.

The four components of the Adiwiyata program are implemented using various methods, either by integrating them into each subject, especially environmental education or by using different school habituation programs related to the character of education. Apart from that, the participation and assistance of various parties are needed during its implementation in order to realize the hopes of SMP Negeri 29 Banjarmasin for student character.

Method

This research was conducted at State Junior High School 29 Banjarmasin, South Kalimantan. This research uses a quantitative approach using Mann-Whitney analysis. This analysis is a non-parametric statistical method used to find out whether the independent variable affects the dependent variable differently. If the data does not pass the normality criteria and homogeneity assumption, the Mann-Whitney U test can be used to assess the data (Septi & Desty, 2022). The criteria for rejecting or accepting a hypothesis based on the results of calculations in the SPSS program are as follows:

a. Accept Ha and reject Ho if the r_xy value ≤ 0, meaning there is a positive relationship but there is a negative relationship between the two correlated variables.

b. Accept Ho and reject Ha if the r_xy value > 0, meaning there is no positive relationship between the two correlated variables.

Data were collected using a questionnaire with a Likert scale with four alternative possible answers, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). Both positive and negative statements are included in the self-assessment statement component. strongly agree = 4, strongly agree = 3, disagree = 2, strongly disagree = 1, and so on for positive statements. Meanwhile, the negative statements are strongly agree = 1, agree = 2, disagree = 3, strongly disagree = 4.

Data processing uses the SPSS version 22 program. To determine the validity of the instrument, the analysis used is Product Moment correlation by comparing the calculated r value with the r-table value. Results are considered valid if the r-count exceeds the r-table value (Halin, 2018). Meanwhile, Cronbach’s Alpha analysis is used in reliability testing. It is said to be reliable if the Cronbach’s Alpha score is greater than 0.60.

Result

The purpose of the study, “The relationship between the adiwiyata program and environmental care attitudes among students at SMP Negeri 29 Banjarmasin,” is to ascertain how the program is being implemented at SMP Negeri 29 Banjarmasin, what the students’ attitudes toward the environment are at SMP Negeri 29 Banjarmasin, and how the two programs relate to each other at SMP Negeri 9 Banjarmasin. The researcher used the following apparatus to test it.
Validity test

The instrument used was validated and tested at SMP Negeri 13 Banjarmasin. After validation testing, the Adiwiyata Questionnaire and environmental care attitude, with 23 and 30 items respectively, can be used for this research (Table 1). The implementation of the Adiwiyata program and students’ attitudes toward environmental conservation were then assessed using these valid items as benchmarks at SMP Negeri 29 Banjarmasin.

Reliability test

The reliability of the instrument was calculated using the SPSS 22 program with Cronbach’s Alpha approach. If the Cronbach’s Alpha test is > 0.6 then the question is categorized as reliable (Sugiyono, 2013). The reliability of the Adiwiyata program implementation variable has an alpha value of 0.893, while the reliability of the environmental care attitude variable has a value of 0.901. Thus, it can be concluded that the instruments evaluated for implementing the adiwiyata program and environmental care attitudes are reliable (Table 2).

The next step is to carry out a swim test before carrying out data analysis. Calculations in data analysis were carried out using the SPPS version 22 program. Processing the swimmer test analysis was as follows.

<table>
<thead>
<tr>
<th>Table 1.</th>
<th>Instrument Validity Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variabel</td>
<td>Original number of items</td>
</tr>
<tr>
<td>Adiwiyata Program</td>
<td>26</td>
</tr>
<tr>
<td>Environmental Concern Attitude</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.</th>
<th>Instrument Reliability Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
<td>Alpha Coefficient</td>
</tr>
<tr>
<td>Adiwiyata Program</td>
<td>0.893</td>
</tr>
<tr>
<td>Environmental Concern Attitude</td>
<td>0.901</td>
</tr>
</tbody>
</table>

Normality test

The normality test aims to find out whether the data distribution is significant and normal or not. The Adiwiyata program questionnaire data and the environmental care attitude questionnaire are the data used. This data was tested using the Kolmogorov-Smirnov normality test using the SPSS version 22 program. The results of the Kolmogorov Smirnov normality test can be seen in the following table 3.

<table>
<thead>
<tr>
<th>Table 3.</th>
<th>Data Normality Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unstandardized Residual</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>180</td>
</tr>
<tr>
<td>Normal Parametersa,b</td>
<td>Mean</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>Absolute</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>Asymp. Sig. (2-tailed)</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>.062</td>
</tr>
<tr>
<td>Test Statistic</td>
<td>.062</td>
</tr>
</tbody>
</table>

Homogeneity test

The test used is the homogeneity of variance test. Testing via the SPSS 22.0 for Windows program. Homogeneous requirements if probability (Sig) > 0.05 and if probability (Sig) < 0.05 then the data is not homogeneous. This homogeneity requirement test was carried out on data from the Adiwiyata Program and Environmental Care Attitudes. The homogeneity test results are as follows (Table 4).

<table>
<thead>
<tr>
<th>Table 4.</th>
<th>Data Homogeneity Test Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothesis testing</td>
<td></td>
</tr>
</tbody>
</table>
| Based on the parametric test requirements, research data must be normally distributed and homogeneous, while the non-parametric test requirements are that the sample is not homogeneous. Based on the normality test, it shows
that the data is normally distributed, while the homogeneity test shows that the data is not homogeneous. Because one of the parametric test requirements is not met (not homogeneous), the parametric test cannot be carried out. Therefore, this research hypothesis uses a non-parametric test, namely the Mann-Whitney Test.

Based on the table 5, the results of the statistical tests above can be seen that the value of Asymp. signature. (2-tailed) is .000 so it can be concluded that .000 < 0.005 and the hypothesis is accepted. If the hypothesis is accepted, it means that there is a significant relationship between the Adiwiyata Program and the Environmental Care Attitude of students at SMP Negeri 29 Banjarmasin.

Table 5. Mann Whitney U Test Results

<table>
<thead>
<tr>
<th>Level statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>26.023</td>
<td>1</td>
<td>358</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>7590.000</td>
<td>23880.000</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>-8.732</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

Discussion

The problem of cleanliness is not only done through actions alone, but must be supported by a feeling that grows in a person's feelings to foster good character values (Ratih et al., 2020). One effort to foster a person's feelings towards the environment is through the Adiwiyata program. (Diyan Nurvika Kusuma Wardani, 2020).

Based on the results of data analysis, there is a significant positive relationship between the adiwiyata program and environmental care attitudes among students at SMP Negeri 29 Banjarmasin. This study uses the Mann Whitney U test because the data is not homogeneous. Based on the results of statistical tests that have been carried out, it is known that the Asymp.Sig.(2-tailed) value is 0.000. Based on the explanation above, it can be said that H1 is accepted and H0 is rejected because, 0.000 < 0.05. Thus, it can be concluded that the implementation of the Adiwiyata program has a significant effect on the attitudes of students at SMP Negeri 29 Banjarmasin in protecting the environment. This is in line with Bahrudin's research results, which in the conclusion of his research stated that the implementation of the Adiwiyata program had a role in supporting the formation of students' environmentally caring character at school. (Bahrudin, 2017).

The success of the Adiwiyata program in forming students' attitudes to care about the environment, seen from the perspective of Civic Education (PKn), is the development of citizen empowerment (civic virtue) which is the culmination of the objectives of Civics learning. Citizen virtue in the form of participation in environmental conservation is achieved thanks to the development of knowledge, skills, ethics, and participation in the environmental sector (Prasetiyoh Heru Wibowo, 2016).

The formation and development of students' character, especially concern for the environment, is carried out through environmental education learning, especially their sense of environmental responsibility. In order for character goals to be achieved, it is necessary to monitor and evaluate the character that will be formed and developed as a result of environmental education learning. Environmentally caring character known as environmentally caring character will be formed from the results of environmental education which becomes a habit and is implemented in daily activities or environmentally caring behavior (Nuzulia et al., 2020).

Similar to the aims of the Adiwiyata program, the concept of ecological ecology (also called ecological citizenship) is a new idea that develops environmental citizenship in the next generation of students. As a result, schools are key players in raising a generation of sensitive young people who are ecological (Mariyani, 2017).
This is in accordance with research by Handayani et al., which found that schools receiving the Ecopedagogic-based Adiwiyata award program had a significant influence in cultivating environmentally caring character. This includes habits in maintaining the cleanliness and beauty of the school environment, which has an impact on students' habits in maintaining, calming, and placing rubbish and recycling in the environment (Handayani et al., 2021).

Environmental characteristics and bad environmental behavior variables. equivalent to the research results of Yusuf et al. which state that environmental citizenship has a direct relationship with the curriculum and learning strategies used in each school. To increase knowledge and encourage behavior related to environmental protection, every teacher in school must integrate each topic (Yusuf et al., 2020).

Based on several theories that have been explained, it can be concluded that there is a correlation between the adiwiyata program and a high level of environmental awareness, and if the four components, namely environmentally based implementation, participatory activities, and environmentally friendly management of infrastructure, are implemented well, it will have a positive effect. on the student's nationality. Likewise, SMP Negeri 29 Banjarmasin has been good at implementing the components of the adiwiyata program, one example of which is through eco-bric, eco-enzyme, and waste bank development activities.

Conclusion
The government's commitment to environmental management and protection through education is demonstrated by the Adiwiyata initiative. The study's findings demonstrate that the known value of asymp.Sig. (2-tailed) is 0.000,000 <0.05 when the Mann-Whitney analysis test is used. Therefore, it can be said that attitudes toward environmental care are greatly influenced by the adiwiyata program implemented at SMP Negeri 29 Banjarmasin.

Acknowledgments
The completion of writing this article cannot be separated from the help of various parties. For this reason, on this occasion we would like to express our deepest gratitude to (1) the Principal of SMP Negeri 29 Banjarmasin; (2) the Teaching and educational staff at SMP Negeri 29 Banjarmasin; (3) students of SMP Negeri 29 Banjarmasin.

References


TRANSITIVITY SYSTEM IN NARRATIVE TEXTS. 9(1), 133-146.


