

Concern of Students in Elementary Schools to the Environment



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ABSTRACT: The purpose of this study was to determine students' concern for the environment, especially those on the riverbanks of Banjarmasin City. This research uses a qualitative approach with descriptive methods. Data collection was carried out using interviews, questionnaires, and observation techniques. The data obtained were analyzed using interactive model analysis techniques. This research was conducted at a public elementary school near a river in Banjarmasin City. The results of this study indicate that the awareness of students in the city of Banjarmasin, especially at the elementary school level, is: very good 9%, good 54%, not good 36% and very bad 1%.

KEYWORDS: caring, students, elementary school, environment

INTRODUCTION

The environment has a very important role to support human life in achieving a better quality of life. However, environmental damage seems to be getting worse day by day, and a lot of it is happening due to illegal logging and excessive use of natural resources, without any sustainable conservation. Development activities that ignore the environment will result in loss of ecosystem balance and degradation of environmental quality such as landslides, erosion, sedimentation, deforestation, increase in critical land, soil, water and air pollution, coastal erosion, and decrease in groundwater discharge. This situation will decrease the quality of the environment and make it unfit to be used as a place to live (Habibi, 2019).

Rapid technological progress in various fields has also had an impact on the environment, both positive and negative. According to Nasution, one of the negative impacts is environmental damage, resulting in a decrease in environmental quality (Narut and Mikael Nardi, 2019). Development activities that ignore the environment will result in loss of ecosystem balance and degradation of environmental quality such as landslides, erosion, sedimentation, deforestation, increase in critical land, soil, water and air pollution, coastal erosion, and decrease in groundwater discharge.

Environmental damage is characterized by loss of soil, water, air resources, extinction of wild fauna and damage to ecosystems (Department of the Environment, 2019; Sodikin, 2007). At present environmental damage has become a very troubling problem for everyone and has become a global issue in the current era (Sukandarrumidi, 2010). This is reinforced by Nagra (2010) that in this century environmental damage is a global disaster for every country because its impact crosses territorial boundaries. This condition will certainly threaten human life, because the environment is one of the natural resources that plays a very strategic role in the existence of God's creatures including humans (Supardi, 2004). The environment is a spatial unit with all objects, forces, conditions and living things,

Although legally regulated, however awareness of environmental preservation is still very minimal. This lack of awareness exacerbates the ecological crisis that occurs especially in urban areas. The ecological crisis occurred due to the wrong behavior of citizens. As stated by Prasetyo and Budimansyah (2016) that the main cause of environmental damage is the lack of awareness of citizens in protecting and preserving the environment. Apart from a lack of awareness, it is also caused by the wrong behavior of citizens towards the environment. Evidence that is widespread in everyday life, such as haphazard disposal of garbage, illegal logging, and development between the physical sector and efforts to preserve the environment shows an unequal condition (Prasetyo & Dasim, 2016; Pertiwi & Samsuri, 2017). Human behavior that is increasingly indifferent to environmental sustainability will have an impact on human life itself. Habits such as littering, throwing garbage in rivers, cutting down trees without carrying out rehabilitation, and burning forests are behaviors that can damage environmental sustainability. As Daniel (Maryani, 2014) said that human behavior with a frontier mentality is the main cause of the destruction of nature. It is people's behavior like this that must be stopped to preserve the environment so that the environment is not getting damaged. Keraf (Sari et al.,

Much research has been carried out on students' concern for the environment, and one of them is research by Pertiwi and Samsuri (2017) who examines the formation of ecological competence with contextual and problem-based learning models in Civics in Junior High Schools. The results of his research concluded that the application of contextual learning models had an effect on the

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formation of ecological competence of students in Civics subjects. Other research was also conducted by Wendy Librata Ratna Manikam (2020) regarding the Formation of Ecological Citizens through Amdal Knowledge in Surakarta. The results of his research concluded that the need for Amdal knowledge is very important in the formation of ecological citizenship.

Although research on ecological citizenship has been carried out a lot, no one has linked it to the formation of ecological citizenship in waters as this research has.

II. RESEARCH METHODS

This research was conducted on state elementary school students in the city of Banjarmasin, South Kalimantan. The school that was used as the research location was a school that was on the banks of the river, because students whose schools were on the banks of the river were very vulnerable to the behavior of throwing garbage into the river.

This study uses a qualitative approach. Moleong (2007) defines that qualitative research is a scientific research, which aims to understand a phenomenon in a natural social context by prioritizing a process of in-depth communication interaction between the researcher and the phenomenon being studied (Herdiansyah, 2010). Another definition put forward by Saryono (2010) is that qualitative research is research that is used to investigate, discover, describe, and explain the qualities or features of social influence that cannot be explained, measured or described through a quantity approach. In other words, any findings obtained in The field is then described in words and displays the real face of the school's role in shaping students' ecological citizenship.

Data collection was carried out through observation techniques, questionnaires, in-depth interviews, and documentation. The data obtained was then analyzed descriptively qualitatively.

III. RESULTS AND DISCUSSION

Indonesia is a developing country which is also not free from environmental problems, such as water pollution, air pollution, illegal logging, water scarcity, soil damage and waste problems. According to Prasetyo (Jannah, 2018), several research results state that environmental problems in Indonesia are the result of a lack of environmental awareness among citizens. Therefore concern for the environment, including the environment of wetlands (waters) is very important for all residents, including students as the younger generation who will continue the struggle of the Indonesian nation. Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair the natural damage that has occurred (Mukminin et al., 2014). Lack of human awareness in protecting the surrounding environment is one of the causes of environmental problems (Dinarti & Mahatma Harti, 2022). To find out the ecological citizenship of students, the researcher first asked about cleanliness in the school environment. One of the respondents, S, who is an elementary school teacher, stated that cleanliness around the school, such as pools and gutters, was very good, because the children were given the task of taking turns cleaning the surroundings accompanied by the teachers, such as digging clogged ditches and cleaning the pool. around school. The conditions outside the school, especially the river in front of the school, are very dirty and unfit for use. Therefore, usually teachers and children go around the area around the school every Friday to pick up trash, such as in riverside areas. It is said that there is a lot of waste, especially plastic waste. Many residents whose homes are on the banks of the river also throw their household waste into the river. It is said that there is a lot of waste, especially plastic waste. Many residents whose homes are on the banks of the river also throw their household waste into the river. It is said that there is a lot of waste, especially plastic waste. Many residents whose homes are on the banks of the river also throw their household waste into the river.

From statement S it can be concluded that the cleanliness of the environment around the school is stated to be quite clean because students are given the task of taking turns to clean it. Another respondent stated that this was not much different, namely CH, who taught at a school adjacent to the river. He said that "for the cleanliness of the river around our school it can be said to be clean, because the existing river is a large river that the people here use for their daily needs, so automatically the cleanliness of the river around here is a fairly clean river. A similar statement was also made by DP who has been a teacher for 6 years at an elementary school close to the river. He said that "the cleanliness of the river in the school environment, thank God we can maintain it until now,

A similar statement was made by F who said that "On average, students at this school live on the banks of the river, almost 70% of the students come from the Barito Kuala area, such as the Berangas area. Most students live around the river, the student's behavior when looking at the surrounding environment, will be the same as their environment. But in this school we are taught to care for the environment." Then it was said that "to protect the environment, we do our best so that children do not litter. So, regarding the behavior of students related to river maintenance, it can be said that it is good, because we have taught how to keep the river clean, don't throw garbage into the river, but again how to control the environment."

In contrast to the answers of some of the informants above, another informant, namely MJ, was an elementary school teacher who had been teaching for a long time. He stated that "for the cleanliness of the river close to the school it has not been said to be up to 50%, in the sense that those who are not aware of environmental cleanliness are still minimal. This can be seen from the fact that many people still throw garbage near the river which is also close to the school. from this it can be seen that public awareness is very lacking."

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From some of the respondents' statements it can be concluded that cleanliness around the school which is the object of research can be grouped as clean and less clean. Unhygienic school environments are generally located in densely populated settlements and close to rivers. While schools whose environment is classified as clean are schools that are not too close to the river.

In addition to conducting interviews, the researchers also distributed questionnaires to 146 elementary school students to find out their concern for the environment. From the results of processing the questionnaire, it can be seen that the caring attitude of students at the elementary school level is still not encouraging, because of the 146 selected samples, it was found that more than 36 percent had a bad attitude towards the environment, as shown in the following figure.

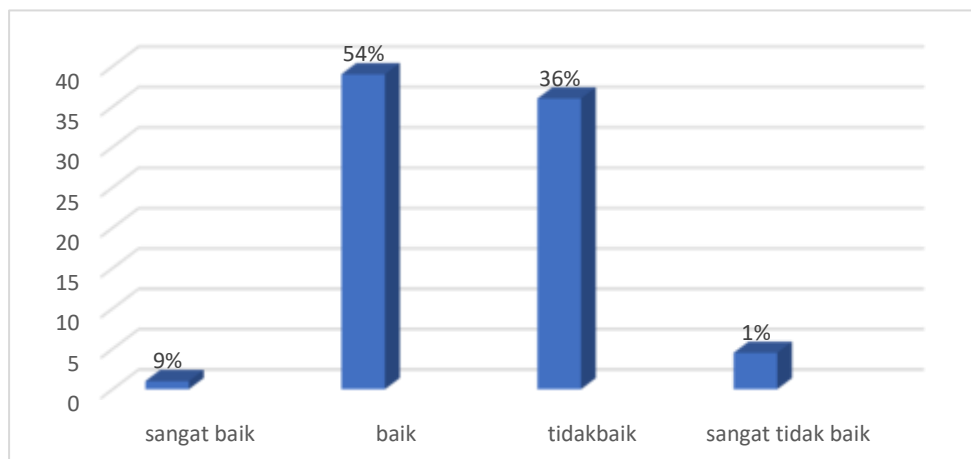


Fig. 1 Description of Students' Concern for the Environment

One that plays a very important role in shaping students' caring attitude towards the environment in schools is the teacher. The importance of teachers to instill an attitude of concern for the environment was stated by DPJK who has been a teacher for almost 6 years. DPJK stated that "It is very important because from an early age we instill it in children so that they become individuals who are aware of protecting the surrounding environment, moreover most of them live around river banks of course they have to pay more attention to the cleanliness of the river around where they live." The same thing was also stated by Mrs. CH who said "It is very important, because the river is an environment that is close to the home area of the students here, so an understanding of river cleanliness is important for us to provide."

The statement about the importance of instilling students' concern for the environment was also put forward by YES who is the Principal at SDN Banjarmasin City who said that instilling students' concern for the environment is very important, because we provide a very deep understanding to children and this is the beginning of habituation. do good especially regarding trash, morals, behavior, and manners. Furthermore YES stated that "if it is not supported by morals and manners and so on it will be difficult to form good behavior, especially keeping the environment clean from garbage. So it is important because this elementary school is the beginning of character formation. We also appeal to class teachers, especially to make time in 1 week at least 1 time to give advice, guidance,

The importance of instilling disciplined attitudes and behavior in keeping the river clean was also stated by NI who is the Principal of the School. He said that instilling a caring attitude towards the environment could change his behavior, love cleanliness more, and make the school environment cleaner. NI's statement is supported by S who also stated that instilling the habit of keeping the river clean as early as possible is very important, especially for children whose homes are on the banks of the river so they don't throw garbage in the river, and keep their surroundings clean. Because, if children are used to throwing garbage in its place, it will raise awareness for the surrounding environment and rivers.

From some of the respondents' statements above, it can be concluded that all agreed on the importance of instilling in students from an early age the importance of keeping the environment clean, including keeping the river clean. Various programs are carried out by the school so that students have a good concern for maintaining the environment. One of the respondents, namely DPJ, stated that the program for environmental maintenance activities, before starting learning, we direct them to clean the surrounding environment, starting from the front of the classroom terrace, classroom, front yard of the class, in order to keep the environment clean so that the learning process can take place. well. A similar statement was made by CH, one of the teachers who has been teaching for quite a long time (14 years) who stated that before children enter their class we require them to pick up trash around the classroom yard and do not forget that the classrooms must also be clean. Thus as much as possible we instill in them before starting learning activities, the environment around them must be clean.

Efforts to form a good attitude of concern for the environment are also carried out through integrating character values in each subject. As YES said that "every homeroom teacher has their own program, especially the problem of keeping the environment

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clean. Even though there are no special subjects on the environment, it is included in each subject, so it leads to character building.” Meanwhile, another respondent, NI, stated that “there is no special school program to clean up the river, but to keep the school environment clean, we usually hold a clean Friday every Friday morning. For example, the teacher does sports first with the students, after that the students are asked to clean up the trash.

Prasetyo & Budimansyah (2016) state that every human being or every citizen has the same rights and obligations to preserve the environment. This, when compared with the reality found in the field, shows that the behavior of a number of children related to the attitude of students' concern for the environment is still not as encouraging as expected. There are still many students who have an attitude of concern that is not good for the environment both at the elementary school level and at the junior high school level. From the selected sample, it was found that more than 36% of students showed bad attitudes towards the environment. This finding is in line with what was said by Mardiani (2017) that in his observations of one of the schools showed that students' concern for the environment around the school was still low. This is shown by the fact that there are still many students who litter, students who walk on the park, students who uproot plants and throw them carelessly and students who are not familiar with the plants in the school environment.

In this regard, one of the strategies implemented by the teacher in each school in the city of Banjarmasin is to provide examples of real attitudes and behavior first, then also provide regular briefings in the hope that students will be moved by their conscience to emulate the behavior instilled in them. keep the river environment clean.

The behavior that is instilled in students to protect the environment is actually first exemplified by the teacher concerned. This is done by looking at the behavior of children who tend to imitate what people around them do. If the teacher is active in setting an example for children, such as being active in protecting the surrounding environment, this behavior is indirectly recorded by students and becomes a good habit in keeping the environment clean.

IV. CONCLUSION

Every citizen should have an attitude of concern for the environment, both the surrounding environment and the environment in general. The results of this study found that students' concern for the environment, especially at the elementary school level in Banjarmasin City, was still not encouraging. From the selected sample, those who have concern with the criteria are very good 9%, good 54%, not good 36% and very bad 1%.

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