THE PRELIMINARY STUDIES OF ENVIRONMENTAL ETHICS IN JUNIOR AND SENIOR HIGH SCHOOL STUDENTS THROUGH ENVIRONMENTALLY SOUND LEARNING

Mohamad Khoirul Anam, Sudarti
Faculty of Teacher Training and Education, University of Jember
mka04101996@gmail.com

Abstract

Learning is an activity that has important potential to instill scientific attitudes and positive attitudes in students. Learning activities in schools can provide insight for students in several fields, one of which is the environment. As is known, environmental problems are problems that are always found and tend to accompany human behavior and activities. The problem of cleanliness, order and rubbish is a complicated thing that is entrenched in the current era supported by the increasingly high consumption of human consumption. For this reason, ethics-based learning needs to be applied in teaching and learning activities in the classroom. In the initial study of this study using the observation method with a questionnaire aimed to get students' responses related to environmental ethics.

Keywords: *Learning, ethics, environment.*

PRELIMINARY

The current world environmental conditions are getting worse. This is compounded by human activities that exploit natural resources and the environment without limits. Simply put, humans have a higher and higher consumptive level, causing this to happen. The problem is exacerbated by human behavior towards the condition of natural resources and the environment that tends not to care, then improving behavior is a top priority in overcoming the environmental crisis. According to ecologist Arne Naess, revealed that the current environmental crisis can only be overcome by making changes in the outlook and behavior of humans towards nature that is fundamental and radical (Sony Keraf, 2002).

Humans in essence have the intellect and mind to be able to determine wrong and correct. Of course, this is a gift from the creator with a developing concept. The meaning of development means humans get it from the process of studying the phenomena that surround them or commonly called learning. Learners are said to be an important activity in the cultivation of knowledge and also a positive attitude (Uzun, 2009). Learning becomes a mandatory or basic need (Listiyani, 2012), to develop human reason and mind.

Learning is an important suggestion to support aspects of caring for the environment, taken in terms of the benefits of learning that is able to instill a positive attitude. It is able to be an alternative in conveying and exploring environmental ethics. The learning process itself has components including students (students), educators (teachers) and learning resources (materials) that will determine the outcome of these activities (Rahmawati, 2013). The student component has to do with environmental variables that are able to have a positive or negative impact. This is based on a preliminary survey of junior and senior high school teachers in the cities of Jember and Probolinggo relating to student behavior. Respondents mentioned that their students 50% behaved well in terms of cleanliness and half were the opposite.

To overcome these problems, researchers provide an alternative problem solving by developing learning plans (RPP) based on environmental insights. The development of lesson plans is used as an alternative because the learning plan has a fundamental function related to the learning process that realizes the learning experience of students in accordance with the syllabus or the provisions of the provisions in class learning (Sanjaya, 2008). Learning plans that have variables or are related to the deepening of the environment are expected to be able to foster environmental attitudes of caring for students. The above reasons are used as a basis for developing RPP based on Environmental Ethics. This was reinforced by the presentation of Trapsilasiwi (2014) which said that the development of the lesson plan was developed based on a problem in the components of the learning environment,

especially students. In the sense that the development of the RPP aims to solve problems that occur in students, especially the affective aspects of students in this case environmental cleanliness.

This study began a development of environmentally friendly lesson plans with data on student responses to the topic of classroom environment cleanliness and rubbish. The respondent data will then be translated into important points used in the development of environmentally friendly lesson plans.

RESEARCH METHODS

This study aimed to determine students' responses to environmental ethics in learning activities. The research method used is descriptive qualitative, describing student responses to each variable used as material in preparing an environmentally friendly learning plan. Data variables include age, sex and education level of students including junior high school and senior high school.

The study was conducted on May 25 to June 2, 2020 with the initial step of distributing questionnaires in the form of questionnaires at two school levels, namely junior and senior high school. This study uses the observation method by giving questionnaires to approximately 100 students at junior and senior high school levels in the district of Jember. The questionnaire was distributed using the Google form application, this was done to overcome the problem of giving questionnaires in the midst of the Covid-19 pandemic. The questionnaire included 10 questions with the main topic's cleanliness of the classroom environment and rubbish.

The seventh target is 13-year-old junior high school students up to 19-year-old high school students. The age variable is used in making student responses, it aims to get data on age variables in the response to environmental ethics which can then be clustered. Data collection also includes gender variables in order to obtain data clusters based on the gender of the respondent. The same thing also affects the level of education.

Analysis of the data used in this research is descriptive analysis, aiming to change a set of raw data into a form that is easier to understand and in a more concise information format (Istijanto, 2009). Descriptive analysis in this study was conducted on the results of respondents' data based on age, gender and education level. Descriptive method is used to describe or describe the data collected without intending to make conclusions that apply to the public or generalization (Sugiyono, 2014).

RESULTS AND DISCUSSION

No	Item Question	**The response**			
		1	2	3	4
1	Code of Conduct	1.3%	0	18.3%	80.4%
2	Clean up trash in front of the class	0	0.7%	3.9%	95.4%
3	Erase the whiteboard	0.6%	1.3%	3.6%	61.7%
4	Rebuke your friend when you throw away the pencil sharpener dirt carelessly	2%	0.7%	12.4%	85%
5	Clean yourself before entering the classroom	2%	0%	19%	79.1%
6	Reprimand friends who damage school facilities and infrastructure	0.7%	2.6%	2.6%	9.4%
7	Class picket	0.7%	2%	22.2%	75.2%
8	Playing with clean facilities and infrastructure	3.3%	3.9%	7.9%	84.9%
9	Throw away food wrap	1.3%	0.7%	1.3%	96.7%
10	Clean class clean activities at the end of the semester	1.9%	1.9%	15.6%	80.5%

From the results of the questionnaire prepared by 150 respondents with ages between 13-19 years at 2 levels of high school and junior high school with 130 junior high school students grade 7 - 9 and high school 20 students in grade 11, obtained student responses to environmental hygiene attitudes and and garbage in the range of 60% -96%. These results are said to be good because the value of 4 as the best point of awareness of students is more than 50% overall. Student responses to answer 3 range of 1.3% - 22.2% of these answers are answers that have a good level of awareness that is only one level adrift of value 4, so that the response of students is considered good. Whereas in answers 1 and 2 have a small percentage of responses ranging from 0 - 39%, these results indicate that there are only a few students who have a bad response to the attitude of caring for the environment. These results are similar to research conducted by Kusuma (2017) relating to student responses after environment-based learning showed that 87.8% resulted in positive responses from students.

Generally, the data is inget a good accumulated value if viewed as a whole. But if the data is changed to be partial some points have differences. In item 8 number relating to student responses to hygiene facilities and infrastructure used as toys the total response with answers 1 and 2 reached 7.2% which shows that there are about 11 students who have a bad attitude in maintaining classroom facilities and infrastructure. The percentage of bad attitudes has a difference with other points which have a range of 0-1.9% in the sense that there are only approximately 2 students who do negative activities at points 1-10 except at point 8. Overall points 1- 2 also have negative responses.

The results obtained in this study direct the analysis in a descriptive form as in the previous section, so we will get a conclusion that leads to one variable, namely students' responses to the environment. In order to obtain an outcome in accordance with the objectives, the description analysis leads to questionnaire questions and the percentage obtained to find important points that can be used as a reference for the preparation of environmentally friendly learning plans.

Student negative responses at each of the questionnaire points to the perception that there is a part of learning that must be addressed. According to Somantri et al (2016) there are several components of learning that result in students 'responses in attitudes to maintain a bad or unfavorable living environment, including learning goals that do not lead to students' attitudes towards environmental responsibility, do not give messages and moral impressions, materials that are not environmentally sound and the rest is the condition of students.In a study conducted by Li (2013) another factor was the ability of teachers to master mastery and reticence in environment-based learning.

In order to improve student responses, improvements are made to learning plans such as the Sunni and Ifatur research (2018) using JAS-based learning plans (environmental-based learning models) get 80% results which are included in the response categories of both affective and cognitive students. Choeng (2005) also explained that learning methods that were changed and developed in accordance with the theme of the problem (environment) can enhance students' environmental care attitudes. Ozen (2008) added that in cultivating an attitude of caring for students the environment needs to be done an Active Learning model that directs students in the process of positive attitudes towards the environment.

RECOMMENDATION

In developing an environmentally friendly lesson plan needs to be considered the affective aspects (attitudes) of students who are less concerned about the environment, the following points can be reviewed.

1) The model used in the learning plan has reflected the attitude of caring for the environment.
2) The material delivered has inserted a moral message related to the environment.

CONCLUSION

In general, the response of students' attitudes shows the number 50% -90% on good attitude (point 4), so that the description of the description is more detailed in the questionnaire questions. In the analysis of the questionnaire questions obtained media, suggestions or learning methods that are able to improve the attitude (affective) care about the environment of students. Especially the learning method is

the main focus which results in the growth of environmental attitudes towards students.

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