

## LEVEL OF STUDENT ATTITUDE TO SCHOOL CLEANLINES IN JUNIOR HIGH SCHOOL AND MADRASAH ALIYAH IN JEMBER

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### *Abstract*

*This study aims to determine how much the level of student care for the cleanliness of the school environment. This research is a descriptive variable research in which the type of research carried out is observation and survey research to find out the level of concern of students towards the cleanliness of the school environment. Data collection using Google Form by giving questionnaire questions to students of An-Nur Rambipuji Islamic Middle School class IX and class X MA An-Nur Rambipuji in Rambigundam Village, Rambipuji District, Jember Regency, the data collected so far are 75 respondents with 35 junior respondents and 40 MA respondents. Limited respondents because not all students can have a Handphone to be able to access the Questionnaire. Observation results are divided into two clusters namely SMP and MA Clusters. The SMP and MA clusters have not so significant differences, namely 33% of SMP students and 27% of MA students in terms of concern for the cleanliness of the school environment, the level of concern for the cleanliness of the SMP cluster school environment is lower than the MA cluster which is 33%. Overall, from all clusters the level of concern for the cleanliness of the school environment was in the unfavorable category because 29% of junior and senior high school students had a low level of concern for environmental cleanliness.*

**Keywords:** *Concern, Students, Cleanliness, School Environment*

### PRELIMINARY

In the school environment hygiene is the biggest problem that is often experienced. The concern of students towards the school environment is declining, this can be seen by the amount of waste in the school environment. Student ignorance of the cleanliness of the school environment makes the school environment uncomfortable and very reluctant to look at (Widyaningrum, 2015).

The school environment where learning takes place should provide a comfortable, happy atmosphere, and of course it must be healthy so that in carrying out activities not only as a place of learning, but also as a means to improve student achievement (Munawar and Suarja, 2014).

One effort to overcome this problem is to provide guidance for the school environment. According to the Indonesian Ministry of Health, 2007 Coaching in creating a healthy school environment is a combination of education and health efforts consisting of physical and mental (Psychic) environments. The school environment is concerned with the school and its environment, while the psychological environment concerns students' awareness of getting used to a healthy and clean life and keeping the school environment clean (Widyaningrum, 2015).

Schools are not only a place to provide learning material, but also as a place to instill character education in students. One of the character learning that must be given to students is the character of caring for the environment. According to Kresnawati (2013) Environmental care character education is able to instill students' caring attitude towards the environment. The caring attitude is expected to change students' attitudes more wisely towards the school environment. Environmental education can be taught at school, and needs to be taught early on.

### METHOD

This research is included in the type of descriptive research. This research method is by means of observation using a questionnaire that has been made with a total of 75 students. The selected respondents were students who were on school holidays in Rambigundam Village, Rambipuji District, Jember Regency, students answered multiple choice questions about caring for the cleanliness of the school environment. The data obtained is divided into several Clusters namely Junior and MA Clusters, as in the following table.

The selected respondents were students who were off school due to Covid-19 in Rambigundam Village, Rambipuji District,

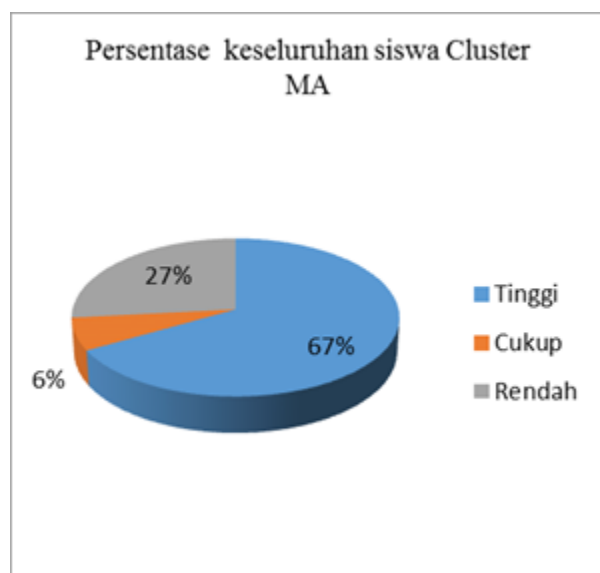
Jember Regency on 21-22 May 2020, namely 30 junior high school students and 45 MA students. The distribution of questionnaires was carried out by distributing Google Form links containing questionnaire questions to WA groups of junior and senior high school students.

## RESULT AND DISCUSSION

From the results of the questionnaire obtained which were divided into several clusters namely the SMP and MA classes, it was found that the differences were not so significant in terms of concern for the cleanliness of the school environment, namely having a fairly low level of care, as will be discussed below.

### MA Student Concern

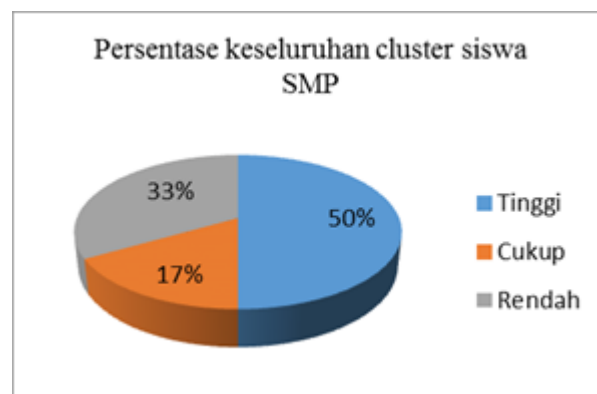
From the results obtained through the high category circle diagram of 67%, high enough 6%, and low by 27%. This indicates that MA students' concern for the sustainability of the school environment is still not good.



Circle diagram of MA students' cluster percentages

### Junior High Student Concern

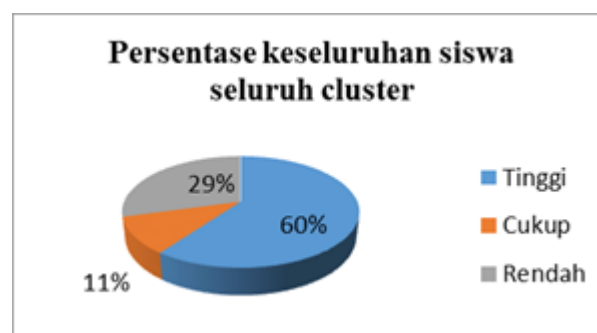
From the results obtained through the High Category circle diagram of 50%, high enough 17% and low by 33%. This indicates that the concern of junior high school students to the cleanliness of the school environment is in the unfavorable category because one third of the total students observed had a low-grade criterion.



Circle diagram of percentage of junior high school cluster students

### SMP and MA Student Concern

The results obtained through the high category circle diagram by 60%, the enough category 11%, and the low category by 29%. This indicates that the concern of students in all clusters towards the cleanliness of the school environment is in an unfavorable category because 29% of the students observed had a low value criterion than all the total SMP and MA students.



Percentage pie charts of all clusters

Clusters of SMP and MA have quite significant differences in terms of concern for the cleanliness of the school environment. The level of concern for the cleanliness of the SMP cluster school environment is lower than that of the MA cluster. Overall, of all clusters the level of concern for the cleanliness of the school environment is quite low because there are still one third of all students who have a low concern for the cleanliness of the school environment.

Students' awareness of the environment is not only seen in knowledge, but in their attitudes, behavior and skills in problem solving (Desa *et al.*, 2012; Sengupta *et al.*, 2010). The results obtained from the study (Widyaningrum, 2015) where in the study that

students with higher levels of education can influence attitudes and character care about the environment. That is because at the SMA / MA level they already have a level of maturity and knowledge more than junior high school students, so that their concern for the environment is also greater.

In the discussion of this draft there is still a lack of both the questionnaire, the number of students, in terms of language and resources used is limited in number so we expect guidance from the ladies and gentlemen of the lecturer.

## CONCLUSION

Environmental education is an effort that can be done to change student behavior in order to develop students' skills, understanding, and awareness of environmental concerns (Ichsan, et al, 2019). With the results obtained it can be concluded that the role of the teacher in instilling the character of caring for the environment especially the school environment towards students must be emphasized even more so that the school environment where students learn can be more comfortable, clean and also most importantly must be healthy. Because a comfortable, clean and healthy environment will also affect student achievement as explained in the Literature review earlier. A teacher is not only in charge of transferring knowledge but more than that there is a task that is so important that is how to instill character towards students. In order to behave, acting in his environment is even better. One of the skills of students to solve problems related to the environment, especially the school environment can be built one of them by using the learning model earthcomm (Earth Science System in The Community) (Phan Hoang & Kato, 2016). In other studies, also explained that the Earthcomm learning model can improve attitudes and behaviors that care about the environment (Anu, 2015).

In addition, because the school where the research is conducted is located in a boarding school environment, there must be a good synergy between formal institutions and boarding schools in order to instill these characters more optimally. Then there needs to be a policy in a formal institution by including PLH (Environmental Education) subjects in the school curriculum so that students' knowledge of the environment is even deeper. In addition, there is a need for guidance from the Principal

and Principal of the Madrasah to the teacher to always associate the lessons given to students with environmental concerns.

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