

## THE ANALYSIS OF STUDENTS' ATTITUDE TO THE CLASSROOM ENVIRONMENT IN SMPN 2 MAYANG

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### *Abstract*

*This study was aimed to determine students' caring behavior towards cleanliness and neatness of the messy environment especially in their classrooms. This study used a descriptive qualitative research design. This study used a population of grade VII students at SMP Negeri 2 Mayang. The total number of class VII students in SMP Negeri 2 Mayang was 167 students. Samples taken used in this study were 124 students. The sample selection was done by proportional random sampling method. Data collection technique used in research was in the form of a Google form questionnaire. Based on the result, shows that 73.85% or 92 students had a good sense of environmental care because they wanted to clean the classroom when the condition was not neat, while students who were less concerned as much as 18.17% or 22 students. They still asked friends to clean the dirt in the class. For students who do not care about the environment as much as 10 students or 7.99%, because students were indifferent even though the class is dirty.*

**Keywords:** *Behavior of Environmental Concern, School Environme*

### PRELIMINARY

Living things cannot be separated from the environment. The environment is very important. This is because the environment is a thing that is very influential in the process or continuity of humans such as the shape and condition of something that is in a room around us (Emil, 1976). Recently, the issue of the environmental crisis has been increasingly being reported in the mass media. It can be witnessed that various kinds of environmental damage occurred on this planet, ranging from water pollution, the extinction of plant and animal species, to the problems of global warming (Sasmito, 2015). In everyday life, we often find many behavioral problems that will have an impact on the environment. Even the environment is one of the important things that is highly considered and highlighted by the whole world now. Environmental reasons are the main focus in the eyes of the world because many human behaviors that deviate from environmental ethics. This deviation in behavior in the ethics of the human environment will greatly affect environmental conditions and qualities that get worse and worse over time. In addition to deviant behavior in environmental ethics, some behaviors make environmental conditions, in addition to deteriorating; one of them is excessive exploitation of natural products. Nature is seen as a means, a mine of wealth, an energy source,

a source of wealth that must be exploited for human needs. This is what causes environmental damage even worse (Yuono, 2019). This excessive exploitation of natural products does not look at the effects of these activities such as the destruction of an ecosystem, the destruction of habitat, and other impacts that damage the surrounding environment.

The behavior of environmental ethics and a sense of concern for the environment must be given early, even must be implemented early even though it is still small things caring behavior from an early age that aims to become a habit of doing environmental care behavior early on. To prevent natural disasters, strategic and sustainable steps are needed. One of the rights, strategic, and sustainable steps in question is education (Azhar et al, 2015).

Understanding, attitudes, and behaviors that are subjectively related to problems that exist in the environment, because every student has different environmental knowledge. The level of understanding and awareness of environmental sustainability will be greatly influenced by students' perspectives on existing environmental conditions (Muliana et al, 2018). This shows that humans are responsible for maintaining global resources and respecting future generations. The education process is long, but it can influence people's thoughts and values and change people's lifestyles and

attitudes towards nature (Liu et al, 2015). Education is one of the most appropriate vehicles for internalization and transformation of beliefs, values, knowledge, and skills. The behavior of caring for the environment can be familiarized, developed, and applied in the school environment. Schools can be used as a place that is used to develop and implement environmental care behaviors such as sweeping the classroom, taking out the trash in its place, tidying the class, keeping the bathroom clean, keeping the mosque clean, and many more activities at school that can develop environmental care behaviors. However, many behaviors deviate from environmental ethics in schools carried out by students.

Environmental education is important to be carried out to foster the community to have rational and responsible behavior in dealing with environmental problems (Dasrita et al, 2015). Efforts to understand human behavior towards the environment are interesting and important studies to learn as a form of saving the environment. One of them is examining the factors that influence tourist behavior in maintaining environmental cleanliness (Darmawan and Fadjarajani, 2016). In the Mayang 2 Public Middle School, there are still many students who commit environmental ethics deviations in schools. Examples of behaviors that deviate environmental ethics are many students who do not throw trash in school, and even many who throw trash in the classroom and under the table to make the classroom dirty and unsightly. Other small things like tidying up the bench that still must be governed by the teacher, students who are reluctant to sweep and mop the class. Also, in the classroom there are many shutters on the classroom ceiling, other behavior is students who do not want to picket the class if not instructed by the teacher. Some students who scribble on tables, curlers, and school walls with ballpoint pens or markers. These behaviors indicate that students' concern for the environment is still lacking.

The Mayang 2 Junior High School has provided two pieces of trash in the classroom and one large garbage in front of each class. The school has also provided 10 toilets for the whole student. Also often found garbage in the toilet and often the water faucet is left open so water is wasted. The problems that exist in SMP Negeri 2 Mayang, if reviewed carefully are one form of human behavior and human way of

thinking which shows that there is a lack of caring and responsibility towards the surrounding environment.

Based on the conditions that have been described in the previous paragraph, it shows that there are many problems related to the attitude of caring for the school environment, especially the existing classrooms. Based on the background of the problems that have been described above, then this problem needs to be followed up and there needs research on environmental attitudes of students entitled "Analysis of Students' Attitude to The Classroom Environment at SMP Negeri 2 Mayang".

## RESEARCH METHOD

This research used descriptive qualitative. This study used a population of grade VII students at SMP Negeri 2 Mayang. The total number of class VII students in SMP Negeri 2 Mayang was 167 students. Samples taken used in this study were 124 students. The sample selection was done by a proportional random sampling method. The variables in this study were classrooms and students' awareness in SMP Negeri 2 Mayang. In this research, the data collection techniques used in the study was in the form of a google form questionnaire. The analysis technique used in this study is a technique to describe the situation and facts that exist systematically through the use of words

## RESULTS AND DISCUSSION

Environmental ethics has meaning as wisdom, wisdom, and strategies to determine the purpose of human actions so that a harmonious reciprocal relationship between humans and their environment can be achieved. Therefore, all the goodness of the environment that comes from any source, whether from religious law, traditional wisdom, public trust, or the truth of science is at the root of global environmental ethics (Mardiana, 2017). Based on the results of the Google form questionnaire in SMP Negeri 2 Mayang shows that there were forms of environmental ethics deviations in SMP Negeri 2 Mayang. In Google Form, 10 questions were related to the behavior of students in SMP Negeri 2 Mayang. In the first question about the cleanliness of classrooms, especially the cleanliness of windows filled with dust..

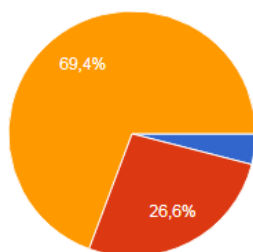


Figure 1. Response Circle Diagram about Class Window Cleanliness.

**Information:**

Blue: don't care about a dirty class

Red: tells a picket friend to clean a dirty class

Orange: care for the environment by cleaning up dirty classes yourself

The results showed as many as 86 respondents (students) (69.4%) chose to clean the dusty classroom window directly on their own initiative. This shows that 86 respondents (students) have a concern for the cleanliness of the classroom window from their own initiative. Students chose the choice of asking picky friends to clean windows as many as 33 respondents (26.6%). This shows that 33 respondents (students) had little concern for the class window because they do not want to do it right away, still asking others to do it. While students choose the option to leave the classroom window with dust as much as 5 respondents (4%). This shows that as many as 5 respondents lacked a sense of environmental care because respondents let dust still cling to the window.

On the second question, especially the cleanliness of the dirty classroom floors.

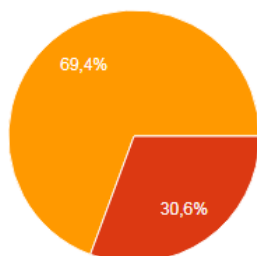


Figure 2. Response Circle Diagram of Classroom Floor.

**Information:**

Red: tells a picket friend to clean a dirty class

Orange: care for the environment by cleaning up dirty classes yourself

Based on the results of the google form showed as many as 86 respondents (students) (69.4%) chose to clean the dirty class floor sweep with their own initiative. This shows that 86 respondents (students) had a concern for the cleanliness of the classroom floor. Students chose the choice of asking picky friends to sweep the class as many as 38 respondents (30.6%). This shows that there were 38 respondents (students) who had little concern for the cleanliness of the classroom floor because they were still asking others to do it. While students choose the option to leave the classroom window with dust as much as 0 respondents (0%). This shows that none of the respondents lacked a concern for the cleanliness of the classroom floor.

Next was on the third question about rubbish on the classroom floor. The results showed as many as 96 respondents (students) (77.4%) chose to take the garbage that was on the floor and throw it in the trash. This shows that 96 respondents (students) had a sense of concern for the cleanliness of the classroom floor when there is rubbish on the floor immediately thrown in the trash. Students chose the choice of asking picky friends to dispose of trash as many as 25 respondents (20.2%). This shows that 25 respondents (students) have little concern for the cleanliness of the classroom floor. While students choose the option to leave the classroom window with dust as much as 3 respondents (2.4%).

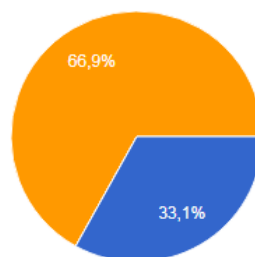


Figure 3. Response Circle Diagram of School Cleaning Officers.

**Information:**

Blue: don't care about a dirty class

Orange: care for the environment by cleaning up dirty classes yourself

Next was the fourth question about a school janitor sweeping in front of the class. The results show that 83 respondents (students) (66.9%) chose to offer assistance to cleaning staff. This shows that 83 respondents (students)

have a sense of concern for fellow living creatures and the cleanliness of the school environment. Students who chose the option to dispose of garbage in front of the janitor were 0 respondents (0%). While students choose the choice of janitors doing their job as many as 41 respondents (33.1%).

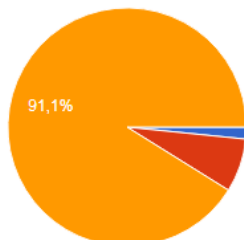


Figure 4. Response Circle Diagram about the neatness of Teacher's Tablecloths.

#### Information:

Blue: don't care about a dirty class

Red: tells a picket friend to clean a dirty class

Orange: care for the environment by cleaning up dirty classes yourself

The fifth question about the neatness of the teacher's desk in class, especially the teacher's tablecloth that is less neat. The results showed as many as 113 respondents (students) (91.1%) chose to tidy up the teacher's tablecloth on their own initiative. This shows that 113 respondents (students) have a sense of concern for class neatness. Students who choose the choice of asking picky friends to tidy up the teacher's tablecloth were 9 respondents (7.3%). This shows that 9 respondents (students) had little care for the neatness of the teacher's tablecloth. While students chose the option of leaving the teacher table cloth untidy as many as 6 respondents (4.8%).

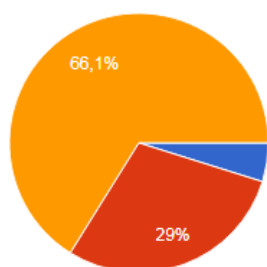


Figure 5. Response Circle Diagram of Blackboard Neatness.

Next, the sixth question about the neatness of the blackboard in class when changing class

hours. The results showed 82 respondents (students) (66.1%) chose to erase the blackboard on their own initiative. This shows that there are as many as 82 respondents (students) having a sense of concern for the cleanliness of daddy's writing in class. Then students who choose the choice of asking picky friends to erase the whiteboard are 36 respondents (29%). While students who chose to leave unclean blackboards were 6 respondents (4.8%). This shows that 6 respondents lacked caring for class neatness. Next, discuss the seventh question about the cleanliness of the classroom's sky walls. The results showed as many as 69 respondents (students) (55.6%) who chose to clean sawang in the walls of the classroom sky. Then the students who chose the choice of asking picky friends to clean the saw in the sky walls were 39 respondents (31.5%). While students who chose the option of leaving the sawang on the classroom sky walls were 16 respondents (12.9%).

Next, we will discuss the eighth question about friends who throw eraser dirt on the classroom floor. The results showed as many as 104 respondents (students) (83.9%) chose to advise and remind friends to want to throw eraser dirt in the trash. Then, students who chose the option to scold friends who threw eraser droppings on the classroom floor were 8 respondents (6.5%). While students who choose the option of leaving eraser dirt remain on the classroom floor as many as 12 respondents (9.7%). Next, discuss the ninth question about friends who throw trash under the table. Based on the results of the google form, it showed 101 respondents (students) (81.5%) chose the option to advise and remind their friends to throw their trash in the trash. Then, students who chose the option to scold friends who threw garbage under the table were 14 respondents (11.3%). While students who chose the option of letting friends throw garbage under the table were 9 respondents, 7.3%. Next, discuss the tenth question about chairs and chairs in an untidy classroom. Based on the results of the google form showed as many as 95 respondents (students) (77.3%) chose to tidy up the benches and chairs in class. Then, students who choose the choice of asking picky friends to tidy up their chairs and classrooms are 23 respondents (18.7%). While students who choose the choice of leaving the benches and chairs in an untidy classroom are 5

respondents (4.1%). From all of these activities are in accordance with the theory proposed by Kurniawan (2013) related to indicators of school and classroom success in developing students' environmental care attitudes. this is related to the main principle of preventing and preserving the environment.

Based on the level of concern according to Astutik (2016) as follows.

Table 1. Level of Environmental Concern

Value Interval	Category
81-100	Very Good
61-80	Good
41-60	Pretty Good
21-40	Not Good
0-20	Very Not Good

One of the factors that has led to the formation of environmental care behaviors in students is an assessment of class cleanliness. Based on the results of the google form questionnaire about class cleanliness shows that 73.85% or 92 students have a good sense of environmental care because 92 students want to clean the classroom if the classroom conditions are not neat. While students who are less concerned as much as 18.17% or 22 students because students still ask friends who picket to clean the dirt in the class. For students who do not care about the environment as much as 10 students or 7.99% because students are indifferent even though the class is dirty.

In principle, there are three main steps, first, to realize the existence of environmental problems. Everyone already knows that there are environmental problems around them, local, regional, national and even international, but all the confusion should be done. Second, problem analysis to identify the root causes (rootcauses) of the emergence of the problem. The root causes of all environmental problems are: population explosion (over population), over consumption (over consumption), inefficiency, the principle of linearity, dependence on fuel oil, others. Third, develop strategies to correct existing problems and prevent recurrence in the future (Adriansyah, 2016). Responsibility and concern for the environment, known as environmental ethics, must be instilled in the next generation of a society through an educational process that is able to change human behavior in interacting with the natural environment. A form of education that focuses on the goal to foster awareness and concern for the individual towards the environment, so as to produce people who have a better attitude that is ethical towards the environment (Tufa, 2015).

On environmental ethics in schools an easily accessible introduction to Environmental Ethics in the form of theory in practice helps students develop analytical skills to effectively identify and evaluate the social and ethical dimensions of environmental problems.

Tabel 2. The result of the Google Form Questionnaire

No	List of Questions	Percentage of Number of Respondents Who Choose Answers		
		Ignore Telling friends who picket yourself	Ignore Telling friends who picket Clean yourself	Ignore Telling friends who picket Clean yourself
1	What do you do if your class window is full of dust?	4%	26,60%	69,40%
2	What do you do if the floor in the classroom is dirty?	0%	30,60%	69,40%
3	What do you do if there is a lot of rubbish on the classroom floor?	2,40%	20,20%	77,40%
4	If you are an environmentalist what if there is a "school janitor" who is sweeping right in front of your class and you are there, then what do you do?	33,10%	0%	66,90%

5	What do you do if you see the teacher's tablecloth is not neat?	1,60%	7,30%	91,10%
6	What do you do if the blackboard in your class is full of writing at the change of class time?	4,80%	29%	66,10%
7	What do you do if there is dirt on the walls of the classroom?	12,90%	31,50%	55,60%
8	What do you do when your friend throws eraser dirt on the classroom floor?	9,70%	6,50%	83,90%
9	What do you do if you see a friend throwing trash under the table?	7,30%	11,30%	81,50%
10	What do you do if the chairs and chairs in the classroom are not neat?	4,10%	18,70%	77,20%
	Average Percentage	7,99%	18,17%	73,85%
	Average Number of Students	10 students	22 students	92 students

Environmental ethics encompasses a variety of theories and critical perspectives, usually emphasizing their practical interests more often, accompanied by underlying discussions in many cases and classic and contemporary examples. Matters that need to be discussed include discussing various theories of environmental ethics, representing their strengths and weaknesses wherever possible without advocating certain theories, thus encouraging students to think critically about which views are justified well and which are not (Yu et al, 2019). according to researchers can be caused by several factors, namely students get knowledge about the environment from other parties, for example extracurricular activities, information from various media or education from outside school, and so on. Thus, even though they did not get PLH material directly in learning activities, students still got information and knowledge about the environment from other sources. Therefore, there are still some students who have high knowledge related to the environment even though the numbers are small (Iswari and Utowo, 2017).

Environmental education in schools is one of the applications of character education. Character education and environmental education instill the values of the character of the school community which includes knowledge (cognitive), awareness or willingness (affective), and actions (psychomotor) to carry out these values (Jumadil *et al*, 2015). In character education in schools, all components (education stakeholders) must be involved, including the

components of education itself, namely curriculum content, learning and assessment processes, handling or managing subjects, school management, implementation of activities, empowering infrastructure, financing, and the work ethic of all school or neighborhood residents. Character education is interpreted as a behavior of school residents who conduct education must have character (Nisa, 2015).

## CONCLUSION

Based on the discussion that has been discussed, it can be concluded that the caring attitude of students towards the school environment, especially in the SMP Negeri 2 Mayang class has a good level of concern for the classroom environment that is equal to 73.85% or as many as 92 students who care about class cleanliness if the class is dirty, whereas 18.17% or 22 students still asked the picket friends to clean up the dirt in the class. For students who do not care about the environment as much as 10 students or 7.99% because students are indifferent even though the class is dirty. Sense and behavior of caring for the environment need to be maintained, even must be improved so that students are better and better at the environment around them. Responsibility and concern for the environment, known as environmental ethics, must be instilled in the next generation of a society through an educational process that is able to change human behavior in interacting with the natural environment. A form of education that focuses on the goal to foster awareness and concern for individuals towards

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