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Improving Students' environmental care behavior through the Implementation of the green and clean school program in SMP Negeri 1 Jember

S Kantun^{1*}, R N Sedyati^{1*}, I Fitriati^{2*}

¹Faculty of Teacher Training and Education University of Jember, Indonesia

²The Junior Public School (SMPN 1) of Jember, Indonesia

*E-mail: srikantun.fkip@unej.ac.id, retna.fkip@unej.ac.id, idafitriati22@gmail.com

Abstract. This study proposed to analyze the implementation of the Green and Clean School program in SMP Negeri 1 Jember. This research is a descriptive study with a qualitative approach. The research subjects were: 1 principal, 1 vice principal, 2 social studies teachers, 1 janitor, 2 food sellers, and 4 students. Data collection techniques used in the form of observations, interviews and documents. Analysis of the data used is data collection, data reduction, data presentation and conclusion. The results of the research that have been conducted show that the implementation of the Green and Clean School program in SMP Negeri 1 Jember has run according to the standards that apply in the fairly good category even though it has not been maximized. Some of the obstacles experienced in implementing the Green School program in SMP Negeri 1 Jember are; (1) Imbalance between school land and the number of classes, (2) lack of suitable planting media to be used, (3) Lack of student awareness in preserving the environment, (4) Lack of human resources who understand the field of environment. The strategies implemented are: (1) the school always disseminates environmental preservation rules to school residents, (2) the school. Maximizes the use of classrooms; (2) the school uses the functions of the yard as much as possible, (3) the school increases collaboration with environmental agencies.

1. Introduction

The environment is an absolute necessity for living things. This is included in the form of conditions and objects needed by living things. In [1] concerning the Environmental Protection and Management, in Article 1 point (1), it was stated that the environment is a unity of space with all objects, power, circumstances, and living things, including human being behavior, which affect to the welfare and life continuity of human being. [2] said that the environment is a number of things and conditions that exist in the space we occupy and affect to our lives. Therefore. the cleanliness and environmental preservation are the needs that cannot be delayed anymore.

Environmental problems lately faced with problems that are quite complex and dilemmatic. The success of development carried out by utilizing natural resources leaves many negative impacts on the environment. The reduced awareness of the importance of protecting the environment has caused great damage. As we have witnessed lately, people are faced with a series of natural disasters that come alternately in a short time. The National Disaster Management Agency (BNPB) noted a series of disasters that occurred in 2018 where there were many disasters, such as landslides in Brebes, in Central Java that occurred on February 22, 2018, then an earthquake in Lombok West Nusa Tenggara, on July 29 2018, and the latest disaster was the tsunami earthquake in Palu, Sulawesi, on September 28, 2018 [3]. From a series of natural disasters reflecting the low level of public awareness of the environment. This behavior causes the environment to be damaged which will disrupt human life. If environmental damage occurs, human life will also be disrupted [4]. For this reason, in order to maintain environmental conditions, all human activities must be in accordance with the concept of sustainable development⁽⁵⁾. Humans must



introspect that we have made a big mistake in the environment and then they must change their behavior in caring for the environment.

The Environmental problems are very urgent to be followed immediately, and become the responsibility of all school community. In increasing the awareness of school community to the importance of cleanliness, they should implement the environmental education. The environmental education is an important factor in achieving the success of environmental management. This phenomenon of the low environmental care behavior also occurs in the school community, including the community of the Junior Public School (SMP Negeri 1 Jember). From the preliminary observation, there was a lot of garbage being dumped carelessly and scattered in the school environment. In addition, there were some students who take idly actions by doing scribbling crossing on the bench and the school wall. Although, there was a pick-up list is made in each class, but it cannot function optimally, the students did not take care of the plants in the yard or in front of the class. This school have the human resources who support the implementation of the environmental education policy. The school has several teachers who are experts in the field of environmental education, coaches and the human resources who are in charge of every environmental education program. In addition, this school also cooperates with other agencies in implementing programs related to the environmental education.

The Green and Clean School conception, which is also based upon the Place-Based Education principles, was derived from the Whole-School Approach, which strives to bridge the gap between exposure to values and their practical implementation [5]. While an environmental awareness and values education may be inductive for a sustainable environmental activity, they do not necessarily lead to forming a 'sustainable lifestyle', namely, a lifestyle facilitating a balance between human needs and environment protection [6].

In creating an environmentally school is a commitment schools systematically develop the programs for internalize the environmental values into all school activities. The physical appearance of the school is neatly arranged so that it becomes a vehicle for learning all school people to be wise and behave environmentally. Environment Conducive schools are needed to create a learning process quality. In understand the meaning of schools that care about the environment, the school should do to create the quality school environment that is conducive, ecological, sustainable real and sustainable, of course in ways that are sympathetic, creative, innovative by adhering to the values and wisdom of local culture. Therefore the school was caring for the environment is one of the programs of the Indonesia State Ministry of Environment in order to encourage the creation of knowledge and awareness of inner school community environmental conservation efforts. In this program every school member is expected at SMP Negeri 1 Jember involved in school activities towards an environment that is healthy and avoid negative environmental impacts.

Environmental education is a teaching and learning process which includes environmental material and aims to provide teaching materials in the form of environmental management as an important means of producing human resources that have principles of sensitivity to their environment. Environmental education serves as an indicator of concern for the environment and the problems associated with it, and creates a society that has knowledge, ideas and ideas in finding alternative solutions to environmental problems. The general functions of environmental education include: 1. To help explain the problem of concern and attention to economic, social, political and ecological linkages in cities and rural areas. 2. To provide opportunities for everyone to develop the knowledge, values, attitudes, commitments and abilities needed to protect and improve the environment 3. To create new behavioral patterns for each individual, group and society as the main actors in the environment [7]

The school environment is said to be good if it is supported by the creation of a conducive learning situation. A conducive environment if there are a number of things needed by the school and its surroundings. The conducive school environment is that the school is in accordance with its designation as the location of the school. Apart from that there are smooth transportation facilities, adequate waterways, and trees in accordance with environmental regulations [8]. The environment in the school location is classrooms, courtyards, canteens, bins, toilets, parking lots, and parks or gardens. The main and supporting elements have relevance and dependence, meaning that students, teachers and subject

matter will be meaningful as expected if there are elements such as smooth transportation, adequate classrooms, large school yard, canteen that is in accordance with predetermined standards authorities, toilets that meet health requirements, parking lots that fit their needs, and plants that are green and beautiful. Based on the description above, education can contribute, with many schools in Jember now paying attention to environmental issues .

The existence of Green and Clean schools is nothing but to instill the value of environmental awareness of all school citizens, including students. Thus, if the school can implement the four indicators, it will be in accordance with the principle of sustainability. This was confirmed by [9], in the concept of development, the three pillars namely economic, social and environmental must be balanced and support one another. Adiwiyata according to [10] as "a good and ideal place where all knowledge and various norms and ethics can be obtained which can become a human basis towards the creation of our welfare and towards the ideals of sustainable development". Ministry of National Education [11], states that the environment is "the unity of space with all objects, power, circumstances, and living things, including humans and their behavior that affects the lives and welfare of humans and other living things".

The Green and Clean environment program is an ideal and strategic space or place, because in it there is a conducive interaction to achieve a better life. Furthermore, [12] states that the objective of the adiwiyata program is "to realize school citizens who are responsible for environmental protection and management efforts through good school governance to support sustainable development". Creating a conducive environment is the responsibility of all elements in the school. The ones in the school are principals, teachers, administrative staff, and other employees. All of them are responsible for creating a conducive environment. Adiwiyata program in achieving the goals as expected, should be based on the norms that apply in society. [13] states that the programs and activities developed must be based on basic norms and life which include, among others, "togetherness, openness, honesty, justice, and preservation of environmental and natural resource functions".

In order for achieving a conducive environment as expected, all these norms need to be owned by all the components in the school. [14] states that the implementation of the adiwiyata program is put on two basic principles, namely "participatory and sustainable principles". The participatory principle means that the school community is involved in school management which covers the entire process of planning, implementation and evaluation according to responsibilities and roles. The principle of sustainability means that all activities must be carried out in a planned and continuous manner in a comprehensive manner. [15] argues that the younger generation as assets of development actors in the future needs to be given top priority in receiving environmental education. It is strategically debriefing basic knowledge about the environment carried out early through school children in a programmed and sustainable manner, until in time it will be created whole nation human beings, who have the personality to respect and preserve nature. Three components in character education include: 1) Moral Knowing which is a giving of understanding to children, 2) Moral Feeling that is an emotional aspect that must be able to be felt by someone to become a human character, 3) Moral Action that is moral action or action that is the result of two other character components, and should be done repeatedly to become a Moral Behavior. Environment according to [16] can be divided into 3 which include (1) physical environment (physical environment) that is everything around us that is inanimate objects such as buildings, rays, and water (2) biological environment (biological environment) that is all something that is around us that is organic, such as humans, animals, microorganisms, plants (3) social environment (social environment), namely other human beings who are around or to whom we make relationships.

Explained that caring behavior is a conscious action on the environment that is not only in the mind but will manifest more in real behavior in preserving the environment that can be seen directly or indirectly in everyday life[17]. Awareness can arise when his heart is moved to return to a better thing. Behavior caring for the environment is an action that always strives to prevent damage to the surrounding natural environment, and develops efforts to improve natural damage that has occurred [18]. [19] suggests that the awareness of the environment will not occur if the absence of values cares about the environment in him. These values make someone aware of the problems that exist in their environment.

Or in other words, these values have a role in increasing one's awareness of their environment, and ultimately will strengthen the emergence of environmental preservation behavior.

argues that environmental caring behavior is the basic capital for the formation of environmental ethics across generations. Broadly speaking, ethics is understood as a guide to how humans must live and act. Environmental ethics speaks of human behavior towards nature and also the relationship between all life in the universe, namely between humans and humans which has an impact on nature, and between humans and other living things [20]. According to the Ministry of National Education [21] the behavioral indicators of students 'environmental care can be shown by students' concern in participating in various activities relating to cleanliness, beauty, and maintenance of the school environment. This was realized with concern for class cleanliness, concern for the school environment, concern for waste management, participation in environmental action activities.

2. Method

The research methodology used in this study is a qualitative descriptive approach and environmental analysis method [22]. Research subjects taken by researchers are some of the school members, in the form of academics namely program coordinators, principals, teachers, new students, old students, student council administrators, school guards, library officers, and polyclinic officers. The source of this research data is primary data sources in the form of informants who are also subjects of research and secondary data sources in the form of photos and documentation. While the data collection techniques used are: interview techniques, observation and documentation. As for the research procedures or stages that have been carried out, namely: the pre-field stage on October 1, 2018 to look for preliminary data about the Green School Program, the stage of field work on October 25-29 2018, and the data analysis phase which includes: data reduction, data presentation, and conclusions or verification for approximately three weeks

3. Results and Discussion

Implementation of the Implementation of the Green And Clean Program at SMP Negeri 1 Jember School Based on research from interviews and observations and documentation, the results showed that the implementation of the Green And Clean Program in SMP Negeri 1 Jember used four indicators (1) aspects of school citizen participation, namely all school members participated in the management of the school environment with activities specifically at the time of Hidden Curriculum, Saturday morning. And through a scheduled cleaning program every day for all school residents. (2) the aspects of facilities and infrastructure that support the Green And Clean Program are reflected in facilities available in schools. The similar result was showed by the research of Jepri Utomo, Rustiyars, and Izhar Salim entitled: The Analysis of the effectiveness of Adiwiyata Program at Public High School Pontianak that all Adiwiyata can be performed well by citizens SMA Negeri 4 Pontianak, both in quantity and quality; the level of satisfaction obtained in the school community, Adiwiyata in SMA Negeri 4 Pontianak is high. Each of the activities covers the four Adiwiyata which are carried out regularly by the school community with full of seriousness, sincerity and high awareness.

The Green And Clean program emphasizes the greening of the school environment by utilizing limited land in schools for various types of plants and activities 3R (Reduce, Reuse, and Recycling). Program Implementation when viewed from the three principles of the Green And Clean Program is enough good, but not maximal. The participatory principle, all citizens are involved in managing the school environment and its preservation, but are still constrained by the activities of the coaches out of town. At the planning level, the participation is dominated by science, social studies, and environmental section teachers. While students are not so dominant in their participation in program planning^[21]. Then, for the principle of the implementation of the program it is still not optimal, because of lack of time and only done optimally when certain events only, for example during school anniversary, cross-environment competitions both district and provincial level schools. And still rely on cleaning services in managing the school environment as a whole.

The management of the Green and Clean School program is simple for example in the form of activities: (1) disposing of garbage in its place and according to its type, and (2) sorting of organic and

non-organic waste. Organic waste is used as compost and some is disposed of to landfill, while non-organic waste is made every Thursday afternoon. The positive influence of this program is based on the likes of several activities such as: let's plant with verticulture and polybag media, Safety Cycling, ant surgery, 3 R activities (Reduse, Reuse, and Recycling), and clasmeeting competitions with the theme 'environment' and training - "environment" themed training accompanied by teachers and instructors who are experts in their fields both from alumni and from the Ministry of Environment team.

The implementation of the program is based on environmental analysis, there are environmental education values that can be learned, namely: from the aspect of biodiversity, students have the responsibility to care for their own plants in accordance with the mandate of the school. As well as students and teachers can plant various kinds of plants even though in narrow land with verticulture and polybag media. In addition, with the existence of live pharmacies, school residents can find out various kinds of medicinal plants and their beneficial contents.

Obstacles in the Implementation of the Green And Clean Program at SMP Negeri 1 Jember The obstacles that occur in the application of the Green School program in SMP Negeri 1 Jember include the lack of suitable planting media, limited waste processing equipment, limited human resources in the field of limited environment, and the attitude of some students who are still inconsistent with environmental preservation. Judging from the four indicators of the Adiwiyata Program that were implemented in the implementation of the Green And Clean program, the obstacles were quite significant, but they could still be strived to continue with the support and cooperation of environmental agencies both in Jember itself and outside the city. On the policy aspect, the obstacles are not clearly visible, because of their abstract nature. So the obstacle is the lack of knowledge and understanding of some of the school members about the contents of the policies of this school, because those who don't know means just joining in, without contributing ideas for the progress of the school. The curriculum aspect has significant obstacles, namely the ability of some teachers who are still limited in inserting and implementing the values of the program in learning for students. And there are some subjects that the program values cannot be inserted.

On the aspect of school participation the barriers do not have too much influence, because only a small proportion of students are still inconsistent with environmental sustainability. As well as busy teachers in teaching who should take care of plants every day is not so difficult in the preservation of the school environment, because there are still cleaning services that help in the care and management of the school environment. Constraints related to facilities and infrastructure that support the implementation of the program are limited waste processing equipment, but can still be overcome by efforts to establish cooperation with the Ministry of Environment and waste bank NGO Muria in the disposal of garbage to the landfill.

Extracurricular activities, the obstacles are seen from the limitations of the teacher who is responsible or the coach of activities. So that it interferes with the implementation schedule that was previously planned. In the curricular field, only a few lessons can be included in the values of the Green And Clean program, so that some teachers still explain the subject matter without the values of the program implemented in learning for students in the class. As well as limited time to practice attitudes that are in accordance with the values of the program towards environmental sustainability have not been fully implemented in the student learning environment. Because remembering the density of subject time hours for each lesson must be completed according to the applicable competency standards.

Barriers to the implementation of the program relating to the three program principles, namely participatory, sustainability and overall, the obstacles are quite significant and interconnected. So, when there are people who are less involved in the implementation of the program and the person in charge collides with the schedule of tasks out of town, the activities of the program cannot continue and there can be a gap in students' interest in preserving the school environment by not participating in the program. takes place according to the schedule^[21]. Besides the attention of students to small things that are less accustomed, such as students prefer to throw garbage in the classroom with one garbage bin rather than outside the classroom with two different trash bins, the role of environmental ambassadors with the concept of performance of environmental ambassador activities is not yet clear hence the role is still questionable and there is no distinct advantage in environmental management.

Strategies for the Success of the Green And Clean Program in SMP Negeri 1 Jember The Green And Clean program needs support from various parties, both from the Ministry of Environment at the district, provincial and other related environmental agencies, as well as support from the surrounding community, the Jember Regency local government and in particular the involvement of school residents in SMP Negeri 1 Jember itself. As well as the need for maturity of the level of professionalism of the extracurricular coaches in conceptualizing the personal agenda with the schedule for implementing extracurricular activities mandated, so as not to collide with each other's schedule and be able to run according to what was previously planned with the overall program management coordinator^[22]. The need for a schedule of training to increase the capacity of teachers and students in the management of the school environment related to the care and maintenance of plants, alternative media that are effective and efficient planting, knowledge of the environment and training in periodic waste management.

The school also still has to continue to collaborate with related environmental agencies such as: Smile Media Bookstore, Gramedia Shop, Ministry of Environment, Jember Regency, Rien Collection, Regional Government of Jember Regency, NGO Waste Bank, University of Jember and with partner schools. The cleanliness and neatness of the school also still requires maximum attention from the school. The program manager needs to add slogans, or a positive invitation to environmental conservation that is posted on the wall, so that students are interested and responsible in making it happen. As well as the need for solid collaboration between principals, program managers, OSIS coaches, student council leaders and their staff as well as environmental patrol picking teachers to synergize their performance and re-socialize regulations related to the achievement of Green And Clean programs for all school members.

The implementation of the Green and Clean program, a strategy that needs to be implemented, by increasing the professionalism of the teaching teachers at each activity or task that has been mandated to him, in terms of time discipline, orderliness in accordance with the schedule, and maturity in mastering the material to be taught or implemented to students. If you feel difficult or there are obstacles, you must immediately communicate to the program manager, to find a solution to the solution, so that it can run as it should. Strategies that need to be implemented in the implementation of the program to fit the three principles of the program (participatory, continuous and comprehensive), namely from the principal still running his management in the form of a top button down up which means not only instructing students to carry out school preservation, but also being able to want to do it alone or have a sense of responsibility also on sustainability and concern for the school environment. The management is implemented and implemented for all school members, so that all are involved in achieving program implementation.

The strategies carried out in the success of the Green And Clean program include the school to improve the performance of the teacher who guides extracurricular activities and subject teachers by training on knowledge of environmental management, increasing citizen participation, increasing collaboration with environmental agencies, and re-socializing regulations. regulations related to environmental preservation for all school residents.

4. Conclusions

Based on the data obtained after going through a series of research steps on the Green School Program in SMP Negeri 1 Jember, finally it was concluded that the Implementation of the Green And Clean Program in SMP Negeri 1 Jember used four strategies, namely: policies, curriculum, participation of school residents and facilities and supporting infrastructure for the Green And Clean Program. The application of the Green And Clean Program at SMP Negeri 1 Jember according to the narratives of the teachers as informants has been quite good, but has not been fully maximized. This is due to several reasons, including; a.) students are less accustomed to throwing garbage in its place and according to its type, b.) the absence of its own garbage processing equipment, c.) there is an inconsistency in students. The Green School Program in SMP Negeri 1 Jember is an effort to reforest in the school environment, by utilizing land that is limited to various types of plants. So that the school becomes cool, beautiful, leafy, and comfortable to learn.

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