

INFORMATION RECEPTION AND ATTITUDE OF ENVIRONMENTAL AWARENESS ON SECONDARY SCHOOL STUDENTS

MUHAMMAD KHALIFAH MUSTAMI

Lecturer in Biology Education Department, Teaching and Science Faculty, State Islamic University of Alauddin Makassar
muhkhalifahmustami@gmail.com

ABSTRACT

This research is ex post facto with all students in the eighth grade in four secondary schools in the academic year 2015/2016 with 422 students as the total number. In taking the sample as many as 117 students, random sampling was used. The questionnaires and semi-structured interview were used in collecting the data. The data were analyzed by using descriptive statistics and regressions. The findings show that: (i) information reception of the students' environmental awareness is mostly in medium category, and the attitude of the students' environmental awareness is mostly in extremely high category, (ii) There is a significant influence between the reception of information through the mass media towards the students' attitude of environmental awareness.

Keywords: knowledge, information reception, attitude of environmental awareness

INTRODUCTION

Global environmental condition is getting concerned. There has been much excessive damage in various areas such as waters and settlements. Even in forest area, there has been a lot of damage. As a result of the damages, the natural balance is disrupted. There are many disasters such as droughts, floods, landslides, storms, and so forth. The disruption of the natural balance cannot be separated from human behaviors that exploit the natural resources and the environment indefinitely.

Related to human behavior towards the natural resources and environmental conditions that tend to be less concerned, the change of behavior has been duly become a priority in addressing the environmental crisis (Mulyana, 2009). Arne Naess in Mulyana (2009) reveals that today's environmental crisis can only be resolved by a shift in perspective and behavior on the nature fundamentally and radically. One of the efforts to change the human behavior and perspective towards the nature and the environment is through education.

Education in this case can be education at home, in the social

environment, and education in schools. Specific to education in schools, the teachers have a key role in appearing and promoting the awareness and positive attitude of the students related to the environmental issues (Adejoke, Miji & Mukhola, 2014). The teachers should educate and conduct learning about the environmental awareness in accordance with the applicable curriculum.

Environmental education should start from the kindergarten, elementary, secondary, and high schools. Therefore, the understanding about the meaning of our lives as the human beings needs to be embedded in the early age, starting from the responsibility and obligation of human along with the fellow creatures of God Almighty so the sense of understanding and love lives of all living are raised (Soerjani, 2009). The growing sense of respect, love, and understanding the fellow creatures early in students can foster a sense of environmental awareness. This is because one of the ways to appreciate, cherish, and understand other living creatures is to maintain and care for their neighborhoods. So, if they care about their fellow creatures, they will also indirectly

be concerned with the environment of the living creatures dwelling.

Now, the mass media become one of the important needs for human. There is no day without coming in contact with the mass media. Various information, either news or entertainment and lifestyle, can now be obtained through the mass media. Therefore, do not be surprised if someone says that the human mind can be changed with the media. Dealing with this, if it is linked with the concern of the environment, the students' perspective of the environment can be changed through the help of mass media. Media have provided information about the astonishing facts such as environmental problems. In addition to provide the information about the problem, the mass media have also made efforts to encourage the emergence of environmental awareness of the public through a variety of topics showed by them, either in the form of family entertainment such as family animated film, or documentaries and news that can be watched or read from the media.

Regarding to grow the students' concern about the environment, the mass media are also participated in motivating and encouraging the students to care more for the environment, for instance by providing the programs or events in relation to the environmental awareness, which are capable in attracting the attention of the students.

The subject matter of the environment acquired in school and information obtained from the media relating to the environment are expected to grow the students' awareness of the environment.

Based on these descriptions, a research was conducted to investigate the influence of knowledge and the information reception toward the students' attitude about the environmental awareness with the problem statements: (1) How is the students' environmental knowledge, information reception through the mass

media, and the students' attitude about the environmental awareness? (2) How is the influence of environmental knowledge towards the students' attitude of the environmental awareness? (3) How is the reception of information through the mass media towards the students' attitude of the environmental awareness? (4) How is the influence of the environmental knowledge and the information reception through the mass media of the students toward the attitude about environmental awareness of the students?

METHOD

This research is ex post facto. The data were taken from four state secondary schools in Pinrang in the academic year 2015/2016.

The populations in this research are all students in the eighth grade with the number of students as many as 422. The samples were selected by random sampling as many as 117 students. The instruments used in this research are a questionnaire to measure the students' reception of information through the mass media and the students' attitude about the environmental awareness, as well as the semi-structured interview to collect the supporting data. The data obtained were analyzed with descriptive and inferential statistical tests such as regressions.

FINDINGS AND DISCUSSION

1. FINDINGS

a. Data Description of the Research Findings

1) Information Reception through the Mass Media

Distribution of categorization of reception of information through the mass media variable can be seen in Table 1.

Table 1. Distribution of Categorization of Reception of Information through the Mass Media

| Rate Interval | Amount | (%) | Description |
|---------------|--------|-------|-------------|
| 121 - 150 | 7 | 5,98 | Very High |
| 101 - 120 | 24 | 20,51 | High |
| 81 - 100 | 54 | 46,16 | Medium |
| 61 - 80 | 29 | 24,79 | Low |
| 30 - 60 | 3 | 2,56 | Very Low |
| Total | 117 | 100 | |

Based on Table 1, it can be seen that 46,16% of the students receive information through the mass media, and it is included in medium category from the total sample, 24,79% is included in low category, 20,51% in high category, 5,98% in very high category, and the remaining 2,56% of the total research sample is included in very low category in receiving the information.

2) The Attitude of Environmental Awareness

Distribution categorization of the attitude of environmental awareness variable can be seen in Table 2.

Table 2. Distribution Categorization of the Attitude of Environmental Awareness

| Rate Interval | Amount | (%) | Description |
|---------------|--------|-------|-------------|
| 121 - 150 | 70 | 59,83 | Very High |
| 101 - 120 | 41 | 35,04 | High |
| 81 - 100 | 6 | 5,13 | Medium |
| 61 - 80 | 0 | 0 | Low |
| 30 - 60 | 0 | 0 | Very Low |
| Total | 117 | 100 | |

Based on Table 2, it can be seen that the majority of students (59,83%) have an extremely high concern for the environment, others (35,04%) have a high awareness for the environment, and the rest (5,13%) have an attitude of environmental concerns classified as moderate.

b. The Influence of Information Reception through the Mass Media towards the Attitude of Environmental Awareness

The regression analysis of information reception through the mass media variable (X_2) towards the attitude of environmental awareness variable (Y) can be seen in Table 3.

Table 3. Results of Regression Analysis of X_2 Variable towards Y Variable

| Regression Coefficient (r) | Determinant Coefficient (R ²) | α value | Sig. |
|----------------------------|---|----------------|-------|
| 0,218 | 0,047 | 0,05 | 0,018 |

Based on Table 3, it can be seen that the regression coefficient value of X_2 variable (reception of information through the mass media) to Y variable (the attitude of environmental awareness) is 0,218. It means that the influence is in the low category. Furthermore, to see the size of contribution of variable X_2 to Y, it can be determined by the determinant coefficient formula: $KP = R^2 \times 100\% = 0,047 \times 100\% = 4,7\%$. It means that the reception of information through the mass media contributes to the attitude of environmental awareness on the students even though only by 4,7%, and the remaining (95,3%) is determined by other variables.

2. DISCUSSION

The findings of the research related to the reception of information through the mass media variable show that the information through mass media about the environment obtained by the majority of secondary school students in Kecamatan Suppa is still relatively moderate. Based on the questionnaire that has been filled by the students, most students get information

about the environment through the medium of television like landslides, floods, and information about forest destruction. In addition, it is also known that the television media are mostly used by the students in obtaining a variety of information compared to other media.

The research findings related to environmental awareness variable show that most of the secondary school students in Kecamatan Suppa have had a caring attitude with very high category.

The Influence of Information Reception through the Mass Media towards the Attitude of Environmental Awareness

Based on the finding of this research, receiving information through mass media variable is known to have a lower contribution to the attitude of environmental concern. The low contribution of the research is due to several reasons. Based on the interviews with some of the students, two out of three students argue that the information they received during this time from the mass media related to environment does not give them spirit and motivation to care more for the environment. Only one student said that the media provide the motivation to better care for the environment.

The opinion from both students, if it is observed at a glance, is contrary to the theory of the media. It is the theory of linear communication, where the theory states that the media is very powerful in influencing the recipient of the message (Morissan, 2009). Additionally, Kushawaha (2015) suggests that the media as a force can play an active role in alerting people about the environmental damage, the company's failure to meet its obligations, the analysis of the new legislation, and the steps in protecting the environment. However, there are a variety of things to note from this phenomenon. The opinion from both students must come from their own thinking and the theory is

not established without conducting the research and the facts that support it.

The low contribution of the receipt of information through the mass media towards the environmental awareness is due to the information about the environment conveyed by the media. The information is packaged uninterestingly and received less attention from the media so that people are not interested to follow its development, especially for those who are still students. Information about the environment is not very attractive to the media owners to "sold" it to the public when it is compared to entertainment shows, information on celebrities, or about corruption and political issue, which are financially profitable to them.

This is in accordance with the opinion of Widhiasari (2011) that the environmental issues, which are sometimes considered less popular or less sell, in fact have already had an appropriate place in some media. However, the portion of its news is less dominant when compared to other topics such as politics. The existing media only provide information about environmental issues or show the news about the environment partially, which is lack impressive to the readers. After they read the news, the impression about the need to care about the environment is not stored in their minds. The readers only get a short news about environmental issues but lack of information about how human beings have a role in preserving the environment.

Opinion from Akhmad Suryadi (2007) concerning the use of mass media, particularly television, says that educated show or qualified and beneficial show to the society is not easy, especially from the private television station. This is because in order to continue to exist, television is no longer serving the ideal program but adapted to the tastes of the market and the support of sponsors. A company does not just sponsor a television program that is not in demand by the public. If it is

associated with a program that provides information about the environment, the television will get less sponsorship so they very rarely air special programs on that case. Information about the environment can usually be obtained in news shows. However, the news conveyed by the television is not so deep or very instant. Television rarely discuss about the environmental issues completely until the completion of a satisfactory outcome because the time provided is very little.

Furthermore, Widhiasari (2011) says that the mass media should provide information to the public, not only about the issues of environmental damage, but also about how to manage the nature because a little amount of information must be useful for the readers. Although it is just as initial information when it is read, but if it is being exposed or informed about "how people manage the nature" with various methods of reporting by the mass media, it does not close the possibility if the reader will change the attitude of anti ecological and indifferent became more concerned with the nature and the environmental conservation.

In line with that case, Nadya (1993) states that if the news about the environment is expected to improve the environmental awareness of the readers, then the mass media should report the environmental problems systematically and continuously. So, based on the exposure above, the role of media in providing information about the environment should be improved so that the attitude of environmental awareness in the community will increase as well.

CONCLUSION

Several conclusions can be drawn based on this research, among others are:

- a. Environmental knowledge of the students is classified into high category, information reception in the medium category, and the attitude of the students

about environmental awareness is mostly into extremely high category.

- b. There is a significant influence between the students' environmental knowledge and the students' attitude about environmental awareness. Environmental knowledge of the students has a strong influence towards the attitude of the students' environmental awareness.
- c. There is a significant influence between the reception of information through the mass media and the students' attitude of environmental awareness. The reception of information through the mass media has a low influence on the attitude of environmental awareness of the students.
- d. Environmental knowledge and information reception through the mass media influence the students' attitude about environmental awareness significantly. Environmental knowledge and information reception have a strong influence on the attitude of environmental awareness.

REFERENCE

- Adejeko, Olufemi C., Miji, Andile., & Mukhola, Murembiwa S. 2014. Students' and Teachers' Awareness of and Attitude towards Environmental Pollution: A Multivariate Analysis Using Biographical Variables. *J Hum Ecol*, (Online), Vol. 2, No. 45 (<http://www.krepublishers.com/02-Journals/JHE>), accessed on Juni 13th, 2016.
- Adeolu A.T., Enesi D.O., & Adeolu M.O. 2014. *Assessment of Secondary School Students' Knowledge, Attitude and Practice towards Waste Management in Ibadan, Oyo State, Nigeria. Journal of Research in Environmental Science and Toxicology*. (Online), Vol. 3 No. 5

- (<http://www.interestjournals.org/JRE> ST, accessed on May 12th, 2016.
- Haryono, Andy., Soemarno., Djati, Sasmito, M., & Setyoleksono, Amien. 2014. *Learning Attitude and Awareness against Students in Cultured Environmental Success in Probolinggo. Journal of Environment and Earth Science, (Online), Vol. 4, No. 16.* (<http://www.iiste.org/Journals/index.php/JEES>, accessed on June 12th, 2016.
- Ifegbesan, Ayodeji. 2010. *Exploring Secondary School Students' Understanding and Practices of Waste Management in Ogun State, Nigeria. International Journal of Environmental & Science (IJESE), (Online), Vol 5, No. 2* (<http://files.eric.ed.gov/fulltext/EJ884419.pdf>, accessed on May 5th, 2016.
- Kushwaha, V. Singh. 2015. *Mass Media in Disseminating Enviromental Awarenes. International Journal of Research - Granthaalayah (Online), Vol. 3 No. 9* (http://granthaalayah.com/Articles/Vol3Iss9SE/71_IJRG15_S09_118.pdf, accessed on May 8th, 2016.
- Morrison. 2009. *Media Penyiaran: Strategi Mengelola Radio dan Televisi. Tangerang: Ramdina Prakarsa.*
- Mulyana, Rachmat. 2009. *Penanaman Etika Lingkungan melalui Sekolah Peduli dan Berbudaya Lingkungan. Jurnal Tabularasa PPs UNIMED, (Online), Vol. 6, No. 2* (<http://jurnal.radenfatah.ac.id/index.php/tadib/article/download/16/11>, accessed on October 13th, 2015.
- Nadya. A., Ana. 1993. *Mengenal Jurnalisme Lingkungan Hidup.* Yogyakarta: Gadjah Mada University Press.
- Soerjarni, Mohamad. 2009. *Pendidikan Lingkungan (Enviromental Education) sebagai Dasar Kearifan Sikap dan Perilaku bagi Kelangsungan Kehidupan menuju Pembangunan Berkelanjutan.* Jakarta: Yayasan Institut Pendidikan dan Pengembangan Lingkungan (IPPL) & UI Press.
- Suryadi, Maman & M. Akhmad. 2007. *Peranan Media pada Masyarakat Desa.* Bandung: PT. Pribumi Mekar.
- Susilo, Heru., Prasetyo, A. P. Budi., Ngebekti, Sri. 2016. *Pengembangan Desain Pembelajaran IPA Bervisi Konservasi untuk Membentuk Sikap Peduli Lingkungan. Unnes Science Education Journal (Online), Vol. 5 No.1.* (<http://journal.unnes.ac.id/sju/index.php/usej>, accessed on June 15th, 2016.
- Widhiasari, Rahma. 2011. *Peran Media dalam Kelestarian Lingkungan. (Online),* (<https://www.scribd.com/doc/47883287/Peran-Media-Cetak-Dalam-Kelestarian-Lingkungan>, accessed on May 11th, 2016.