

UNIVERSITI TEKNOLOGI MARA

**KNOWLEDGE, ATTITUDE, AND
BEHAVIOR TOWARD
ENVIRONMENTAL AWARENESS
AMONG SECONDARY SCHOOL
STUDENTS IN INDONESIA**

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ABSTRACT

The worldwide environmental situation is concerning due to a lack of community awareness about the environment, such as the fact that disposal of waste in any site adds to contamination of the ecosystem. Consequently, there is a crisis of biological resources being harmed, of shrinking forests and restricted water supplies, as well as of erosion and soil degradation, sedimentation, coastal abrasion, and coral reef destruction. The approach taken to address these concerns is to involve local residents in government-led environmental preservation initiatives. Increasing public knowledge and enlightening the younger generation are two additional options for solving environmental challenges. This research aimed to investigate the level of students' knowledge, attitudes, behavior and awareness toward the environment; to determine the relationship among students' environmental knowledge, environmental attitudes and environmental behavior towards environmental awareness, and to identify whether knowledge, attitudes, or behavior serve as predictor towards the environmental awareness. This study utilised quantitative methods for data collection and applied correlational analysis to determine the relationship among students' environmental knowledge, environmental attitudes, environmental behavior and environmental awareness at public secondary school in Lombok. The results found that the majority of students (n=272) have a low level of knowledge, while the students have positive attitude and behavior toward environment. The level of student awareness falls between middle and low category. Students' environmental knowledge was found to be significantly and positively correlated with environmental awareness. The result of linear regression analysis indicated that the environmental knowledge was a significant predictor toward environmental awareness. The present study offers valuable insights and recommendations for teachers about the implementation of environmental learning to enhance students' sensitivity towards the environment. These recommendations encompass not only classroom-based activities but also outdoor experiences that aim to cultivate students' environmental awareness. Furthermore, it is imperative to present substantiated evidence pertaining to the inadequate level of environmental knowledge and awareness. This evidence serves as a foundation for school leaders to actively promote peer-to-peer learning among instructors and facilitate the exchange of experiences from other educational institutions.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Humans play vital roles and make various changes within their environment (Zulmi, 2017); many of which resulted in devastating impacts. Among others, they include an increase in waste disposal (Paço & Lavrador, 2017; Schmitz et al., 2018), biodiversity loss (Cardinale et al., 2012), acid rain (Sivaramanan, 2015), water resource degradation (Tyagi et al., 2014), industrial pollution, air pollution (Bergstra et al., 2018), and wildlife extinction (Furkan et al., 2016; Altarez et al., 2021; Choe et al., 2020). These environmental problems are caused by global population explosion, rapid urbanization, and uncontrolled industrialization (Mehmood et al., 2017).

Many approaches, such as pleading to the society, reducing fossil fuel carbon emissions, reusing materials, creating alternative energy sources, and tightening government controls, have been used to resolve environmental issues worldwide. Still, none have proved to be entirely successful in minimizing environmental issues (Imamura, 2017). People lack ecological awareness and the attitudes required for environmental protection (Chapman & Sharma, 2001). One possible measure being put forward that may positively create a culture concerned about ecological issues is through explicit offering of environmental education in schools (Syakur, 2017).

Education is a critical factor in increasing public understanding and perception of issues affecting a nation and, ultimately, the world's future (Esa, 2010). For centuries, education has been used to as primary mechanism to raise awareness, to improve livelihood through environmental knowledge and skill enhancement as well as to prepare for global citizenry. Hence it is expected that via education, the public is cognizant of, and would assume greater responsibilities, in ensuring environmental protection towards a more sustainable environment (Ma'ruf et al., 2016). In fact, world communities have for the past few decades been more aggressive and committed to solving sustainable development through international agreements. Education for Sustainable Development is one of the agendas initiated to address sustainability; an initiative that includes integration of core values in developing and empowering learners of all ages with the knowledge, skills, vales and attitudes to address environmental-