

Peningkatan perilaku positif siswa Sekolah Menengah Umum Atas Pendidikan Lingkungan Hidup : studi kasus di Sekolah Menengah Umum 66 Jakarta

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Abstrak

Peningkatan kesadaran masyarakat terhadap kelestarian fungsi-fungsi lingkungan hidup semakin nyata sejak diselenggarakannya Konferensi PBB mengenai lingkungan hidup di Stockholm pada tahun 1972, sampai dengan diadakannya KTT Bumi di Rio de Janeiro 1992 oleh United Nations Conference on Environment and Development (UNCED). Hasil dari konferensi-konferensi tersebut adalah bahwa sumberdaya manusia merupakan inti segala persoalan lingkungan. Hal tersebut dapat diatasi melalui program pendidikan (Soerjani, 1992:2).

Penelitian ini merupakan studi kasus yang dilakukan di Sekolah Menengah Umum (SMU) 66 Jakarta Selatan. Siswa-siswa SMU dijadikan obyek penelitian mengingat bahwa:

1. Dari tahap perkembangan: merupakan kelompok remaja yang sedang mencari dan membentuk jati diri, sebelum usia dewasa.

2. Dari jenjang pendidikan:

SMU berada pada tahap pengembangan bakat dan minat yang bersifat mendasar, sebagai persiapan menuju pendidikan tinggi.

3. Dari sudut hukum: mencapai status dewasa dalam arti hukum (Silalahi, 1993:3)

Penelitian ini merupakan penelitian lapangan dengan menggunakan metode survei. Data primer diperoleh dari penyebaran kuesioner, untuk menentukan tingkat pengaruh dan tingkat hubungan yang terjadi antara variabel-variabel bebas berupa kesadaran, pengetahuan, sikap dan kemampuan evaluasi. Sedangkan variabel terikat berupa upaya peningkatan perilaku positif siswa SMU terhadap Pendidikan lingkungan Hidup (PLH).

Jenis sampling yang dilakukan adalah non probabilitas-purposif. Sejumlah 355 siswa {50,559% dari jumlah murid seluruhnya} dijadikan responden: 234 siswa (65,915%) jawabannya dapat dianalisis, dan terakhir 118 siswa {50,427%} memenuhi syarat karena konsisten jawabannya.

Masalah penelitian yang ingin diketahui dari hasil kajian ini adalah:

Faktor apakah yang paling berpengaruh, bagaimana kontribusi masing-masing variabel bebas dan bagaimana hubungan antara variabel-variabel bebas tersebut yang mempengaruhi peningkatan perilaku positif siswa SMU atas pendidikan lingkungan hidup?

Hasil penelitian mengungkapkan bahwa kemampuan individu merupakan faktor penentu (nilai eigenvektor, terbesar: 0,2152) tercapainya motivasi (nilai eigenvektor, terbesar: 0,3388) dalam keberhasilan pendidikan

lingkungan hidup. Dari analisis selanjutnya diperoleh data bahwa kesadaran merupakan faktor dominan dalam upaya peningkatan perilaku positif siswa atas pendidikan lingkungan hidup (nilai prioritas menyeluruh, terbesar dengan total angka 0,5580), hipotesis diterima.

Korelasi positif terdapat antara peningkatan pengetahuan dan peningkatan sikap (ditunjukkan oleh koefisien korelasi 0,08111), hipotesis diterima.

Sedangkan kontribusi masing-masing variabel bebas atas upaya peningkatan perilaku positif siswa terhadap PLH ditunjukkan oleh nilai eigenvektor berturut-turut 0,65; 0,11; 0,12; 0,12. Dalam persentase, berarti bahwa faktor kesadaran menyumbang 65% bagi peningkatan perilaku positif siswa terhadap PLH. Faktor Pengetahuan menyumbang 11% dan faktor Peningkatan sikap serta faktor peningkatan kemampuan evaluasi, masing-masing menyumbang bagian yang sama, sebesar 12%.

Studi ini dapat menyegarkan kembali ingatan para pendidik dalam menyusun rencana pengajaran sekaligus menyajikan materi PLH, agar selalu mengembangkan kemampuan individu, sehingga siswa termotivasi dan tumbuh kesadarannya dalam memproses perolehannya di bidang PLH. Hal ini sesuai dengan tujuan utama pendidikan lingkungan, yaitu meningkatkan kesadaran, meningkatkan kemitraan dan penanaman etika lingkungan (Soerjani, 1992:2).

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The increase of awareness within the society towards environmental functions has been established since the United Nations Conference on Environmental Issues took place in Stockholm in 1972, until the occurrence of the Summit Conference on Earth in Rio de Janeiro in the year 1992 which was organized by the United Nations Conference on Environment- and Development (UNCED). The result of.--the conferences mentioned, stated that human resources are the core' of innermost of all the environmental issues;-These can be prevented through educational training programs (Soerjani, 1992:2).

This research forms -a case study carried out at the - Public High School-SMU -65-in Jakarta.- The SMU students have served as the objects of the research with a view to the following:

1. From developing or growing phase:

This group of youngsters are searching for and trying to identify their personality, prior to becoming adults.

2. From educational strata:

SMU or the Public High School is located at the talent and interest development phase and is basic and fundamental in nature. So it can be referred to as a preparation leading to the academic education.

3. From legal aspect:

From the legal point of view or aspect the group has reached the adult status (Silalahi, 1993:3).

This research is of descriptive and explorative nature, and is accomplished by collecting primary data obtained from questionnaires, in order to define the level of effect and the level of relationship, which exist among independent variables. Dependent variables have the form for developing positive behavior among SMU students on environmental education; independent variables comprise: developing awareness, science,

and attitude as well as developing evaluation capability.

The kind of sampling carried out is of nonprobability-purposive nature. A large number of students totaling 355 (50.569% of the total number of students) had been appointed as respondents; out of 234 students (65.915%) the responses could be analyzed, and finally 118 students (50.427%) could meet the requirements because of their consistent responses.

The problems and issues in the research that we would like to know from the output of this study is as follows:

- What factor has a great impact?
- What and how is the contribution of the respective independent variable? And how does the relationship among those independent variables influence the development of positive behavior among SMT' students on environmental education? (Table 1 shows us research problems, hypothesis and analysis scheme, used).

The research output has revealed that individual capabilities a decisive factor i valde of eigen vector maximum: 0.2152) in achieving motivation (value of eigen vecfor. maximum: 0.3333) for the success of environmental education.

From further analysis data have been obtained that the increase of awareness forms a dominant factor in developing positive behavior among SMU students on environmental education (entire priority value. maximum with a total figure of 0.5530). hypothesis accepted. A positive correlation has been found between an increase in science and an increase in attitude (shown by a correlation coefficient of 0.08111), hypothesis accepted.

While the contribution of the respective independent variable towards developing positive behavior of students with regard to Environmental Education is shown by the value of eigenvector consecutively 0.65; 0.11; 0.12; 0.12. Percentage wise this means that the' contribution of the awareness increase factor for developing positive behavior on Environmental Education is a share of 65%.

The science increase factor contributes a share of 11% and the attitude increase and the evaluation capability respectively contributes an equal share of 12%.

This study could bring about some refreshment in the minds of teachers and trainers in order to draw up their curricula and simultaneously present their materials for Environmental Education, so as to constantly develop their individual capabilities, so that the students could be motivated and arouse their awareness in processing their findings and output in the field of Environmental Education. All these are in line with the main objective of the environmental education, namely: to develop awareness, to develop partnership and to implant environmental ethics (Soerjani, 1992:2).