

# **Analysis of Environmental Awareness Profiles in Fifth Grade Students at Elementary School Two Bumirejo Kebumen**

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**Abstract:** Environmental care is an effort to protect the environment and its sustainability. The purpose of this study was to analyze the environmental care profile of fifth grade students of State Elementary School 2 Bumirejo on student attitudes. This research is a quantitative research. Data collection instrument with survey method, using questionnaire or questionnaire technique. The subjects of this study were 25 fifth grade students. The data collection technique used a semi-closed questionnaire. Data analysis techniques using descriptive techniques. The results of the analysis show that students' environmental awareness is in the good category with an average score of 89.6%. The first aspect of understanding environmental concepts is 94%, the second aspect of recognizing environmental issues is 90%, the third aspect of participation in environmental conservation is 84%, and the fourth aspect of awareness of individual responsibility is 87.5%. Of these aspects, the highest aspect in this study is the understanding of environmental concepts with a percentage of 94%. While the aspect with the lowest percentage of 84% is the aspect of participation in environmental conservation efforts. Based on the results of the analysis, grade V students have good environmental awareness.

**Keywords:** Environmental Care, Attitude, Sustainability.

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## **Introduction**

Environmental education has to obtain its importance because we currently face challenges more ecological big. Development awareness environment on students young people are very important, they are future managers of our planet and very relevant for deepening messages environment to them. Research This focus on profile awareness environment student fifth grade at Bumirejo 2 State Elementary School, with objective for knowledge, attitudes, and behavior they to problem global environment. Environmental awareness can be defined as understanding about environment nature and impact action man against him, accompanied by with motivation for act with responsible way

answer to environment (Kollmuss & Agyeman, 2002). In the context of education basic, grow awareness environment not only about give knowledge but also about develop attitudes and behaviors that encourage practice sustainable (Palmer, 2002).

In life everyday, someone faced with various choices, be it destructive or useful for environment. For support attitude concern man to environment, then through institution education, need given understanding about importance guard sustainability environment life (Central Bureau of Statistics, 2014). A complete understanding about environment, it is expected can change behavior society to be more care to environment surrounding area.

Caring for the environment is an attitude and action that always tries to prevent damage to the surrounding natural environment, and develops efforts to repair the damage to nature that has occurred (Asmani, 2013). This attitude needs to be formed into a good habit for the younger generation (Rahmawati & Suwanda, 2015); so, students need to be taught the importance of protecting nature to avoid damage. With a deep understanding, it is hoped that they can change their behavior and become active agents of environmental change. This good habit can be done through environmentally aware learning. Learning that is associated with an attitude of caring for the environment is expected to be able to make students aware of caring for nature and the surrounding environment (Zuchdi & Darmiyati, 2011). To foster an attitude of caring for the environment, it can be done by getting students used to throwing away garbage based on the type of garbage, caring for plants, keeping the classroom and school clean, and so on (Yunansah & Herlambang, 2017). Through education, we can foster a young generation who have a high concern for nature and are able to take real action to protect the environment.

In today's global context, where environmental issues are increasingly pressing, environmental education must be an integral part of the school curriculum. Students not only need to understand basic concepts about the environment, but they must also be empowered to take concrete actions. By integrating environmental education into everyday learning, we can build students' characters who care about and are responsible for the environment.

Fifth grade students, as an age group that begins to develop critical thinking and social awareness, have great potential to become agents of change. Therefore, it is important to dig deeper into how students at Bumirejo 2 Elementary School understand environmental issues and their attitudes toward them. This study is expected to

provide a clear picture of their environmental awareness, as well as the factors that influence their attitudes and behaviors. Thus, the results of this study will not only provide insight into students' environmental awareness, but can also be used to design more effective educational programs. The program is expected to increase positive knowledge, attitudes, and behaviors toward the environment, so that students can actively contribute to preserving nature.

### **Materials and Methods**

**Study** This is study descriptive quantitative For analyze awareness student State Elementary School 2 Bumirejo, Kebumen to concern environment. Data collection instruments with method survey, using technique questionnaire or questionnaire given to student in a way directly. The questionnaire used in the form of questionnaire closed with method Likert scale survey, namely questionnaire containing questions accompanied by alternative answers in the form of agree or No agree, satisfied or No satisfied, opinion, or attitude to a phenomenon (Creswell, 2012). Item questions that have been prepared consists of from four aspect that is understanding draft environment, introduction issues environment, participation in effort preservation environment, and awareness to responsibility individual. **Research** This has prepared from September, and will be implemented on September 28, 2024. The sample that will be Respondent study namely as many as 25 respondents or participant students who are in class V of Bumirejo 2 State Elementary School, Kebumen, consisting of of 17 women and 8 men. In the data analysis process, after all data collected, with process data through reduction For compile basic and structured information in a way systematic in accordance with objective study.



Figure 1. Class V questionnaire filling activities

Appendix of the Science Literacy Instrument Grid for Environmental Care Aspects

No	Aspect	Indicator	Total Statement		
			Positive	Negative	Amount
1.	Understanding Draft Environment	Attitude to importance guard cleanliness environment around	1	2	2
2.	Introduction Issues Environment	Attitude to issues environment and mass media science	3, 18	4	3
3.	Participation in Conservation Efforts Environment	Attitude to participation in activity guard environment around	5	6	2
		Attitude to importance recycle repeat	7, 17	8	3
		Attitude to water and energy saving at home and school	9, 19	10	3
4.	Awareness of responsibility individual	Attitude to teach cleanliness environment together	11	12	2
		Attitude to awareness influence man with environment around	13	14	2
		Attitude to diversity life in the environment around	15, 20	16	3
Amount			12	8	20

**Results and Discussion**

Analysis grain questionnaire given to 25 respondents in class V of Bumirejo 2 State Elementary School, Kebumen For know awareness student class V of Bumirejo 2nd State Elementary

School, Kebumen to care environment can seen in table 1. questions spread out in a way direct through questionnair, and each question have 3 alternatives answer namely ss (strongly agree ), s ( agree ), ts ( no ) agree ).

## 1. Analysis Table Environmental Awareness Values Questionnaire

No.	Question	SS	S	TS
1.	I feel important For guard cleanliness environment around I.	15	10	0
2.	I do not too care with cleanliness environment around I.	0	3	22
3.	I am active look for information about issues environment and science in the mass media.	12	13	0
4.	I rarely look for information about issues environment and science in the mass media.	3	6	16
5.	I participate in activity greening or planting trees at school.	16	9	0
6.	I rarely follow in activity greening or planting trees at school.	3	9	13
7.	I know and understand importance recycle repeat and often do it.	13	11	1
8.	I am lacking notice practice recycle repeat in life daily.	2	9	14
9.	I have knowledge about importance saving water and energy at home and at school	19	6	0
10.	I am lacking understand importance saving water and energy at home and at school	5	5	15
11.	I often discuss with friends about method guard cleanliness environment.	10	15	0
12.	I rarely discuss with friends about method guard cleanliness environment.	3	3	19
13.	I understand that man influence environment surrounding and necessary responsible answer.	19	6	0
14.	I do not fully realize that man influence environment surrounding area.	2	5	18
15.	I join participate in conservation program animals and plants rare.	12	7	6
16.	I do not participate in conservation program animals and plants rare.	1	4	20
17.	I try reduce single use plastic use and use goods friendly environment.	14	10	1
18.	I am active look for information about method guard sustainability source Power natural from various source.	11	13	1
19.	I support effort savings energy with turn off lights and tools electricity moment No used.	16	7	2
20.	I recognize and appreciate diversity biological around I.	11	14	0

## 2. Analysis Table Environmental Awareness Questionnaire

No.	Question	SS	S	TS
1.	I feel important For guard cleanliness environment around I.	60%	40%	0%
2.	I do not too care with cleanliness environment around I.	0%	12%	88%
3.	I am active look for information about issues environment and science in the mass media.	48%	52%	0%
4.	I rarely look for information about issues environment and science in the mass media.	12%	24%	64%
5.	I participate in activity greening or planting trees at school.	64%	36%	0%
6.	I rarely follow in activity greening or planting trees at school.	12%	36%	52%
7.	I know and understand importance recycle repeat and often do it.	52%	44%	4%
8.	I am lacking notice practice recycle repeat in life daily.	8%	36%	56%
9.	I have knowledge about importance saving water and energy at home and at school.	76%	24%	0%
10.	I am lacking understand importance saving water and energy at home and at school.	20%	20%	60%
11.	I often discuss with friends about method guard cleanliness environment.	40%	60%	0%
12.	I rarely discuss with friends about method guard cleanliness environment.	12%	12%	76%
13.	I understand that man influence environment surrounding and necessary responsible answer.	76%	24%	0%
14.	I do not fully realize that man influence environment surrounding area.	8%	20%	72%
15.	I join participate in conservation program animals and plants rare.	48%	28%	24%
16.	I do not participate in conservation program animals and plants rare.	4%	16%	80%
17.	I try reduce single use plastic use and use goods friendly environment.	56%	40%	4%
18.	I am active look for information about method guard sustainability source Power natural from various source.	44%	52%	4%
19.	I support effort savings energy with turn off lights and tools electricity moment No used.	64%	28%	8%
20.	I recognize and appreciate diversity biological around I.	44%	56%	0%

Table Environmental Awareness Percentage based on criteria.

Percentage criteria	Category
0-20%	Very low
21-40%	Low
41-60%	Enough
60-80%	Good
80-100%	Very good

From the data above we can see that each aspect has a different percentage. From the four aspects can be described as follows. In the first aspect, namely the aspect of understanding the concept of the environment, it produces a percentage of 94%, in the second aspect, namely the aspect of recognizing environmental issues, it produces 90%, in the third nursing care, namely the aspect of participation in environmental conservation efforts, it produces a percentage of 84%, and in the fourth aspect, namely the aspect of awareness of individual responsibility, it produces 87.5%. From the percentage above, it can be seen that the aspect with the highest percentage is the aspect of understanding the concept of the environment with a percentage of 94% and the aspect with the lowest percentage is the aspect of participation in environmental conservation efforts with a percentage of 84%.

### Aspects of Understanding Environmental Concepts

The concept of environment is an understanding of the relationship between humans and the environment, including interactions with natural, social, and cultural elements. The environment has an impact on the sustainability of life and the well-being of humans and other living things.

In this aspect, there are positive and negative questions. Which indicators analyze students' attitudes towards the importance of environmental cleanliness. This is proven in the questionnaire which shows a positive question, namely in question number 1) I feel important For guard cleanliness environment around I with presentation as following: strongly agree by 60%, agree by 40%, and not agree by 0%. In negative questions, there are questions number 2) I don't too care with cleanliness environment around I with

presentation as following: strongly agree by 0%, agree by 12%, and not agree 88%. So, in this aspect This can concluded that attitude student to concern environment classified as tall.

### Aspects of Introduction to Environmental Issues

Environmental issues are problems related to the environment and its complex and interconnected natural systems. Because activities related to natural resources and the marine environment can affect more than one country.

In this aspect there are indicators, namely attitudes towards environmental issues and mass media science. In this aspect there are two questions, namely positive and negative questions. Positive questions are in questions number 3 and question number 18. Question number 3 is I actively seek information about environmental issues and science in the mass media. Question 18 reads I actively seek information about how to maintain the sustainability of natural resources from various sources. The percentage of question number 3 strongly agrees by 48%, agrees by 52%, and disagrees by 0%. The percentage of question number 18 is strongly agrees by 44%, agrees by 52%, and disagrees by 4%. While the negative question is in question number 4, namely I rarely seek information about environmental issues and science in the mass media with a percentage of strongly agrees by 12%, agrees by 24%, and disagrees by 64%. So, in positive questions students have a sufficient level of awareness and in negative questions students' awareness is in the high category because students need to seek information about existing environmental issues.

### Participatory Aspects in Environmental Conservation Efforts

The concept of participation in environmental conservation efforts is to encourage every member of society to play an active role in the decision-making process and implementation of environmental protection and management.

In the third aspect, there are three indicators. 1) Attitude towards participation in environmental protection activities. 2) Attitude towards the importance of recycling. 3) Attitude towards

saving water and energy at home and school. In the three indicators, there are positive and negative questions. In the first indicator, the positive question is in question number 5 and the negative question is in question number 6. The positive question reads I participate in greening or tree planting activities at school with a percentage of strongly agreeing 64%, agreeing 36%, and disagreeing 0%. The negative question in question number 6 is that I rarely participate in greening or tree planting activities at school with a percentage of strongly agreeing 12%, agreeing 36%, and disagreeing 52%. The second indicator of positive questions is in numbers 7 and 17. While the negative question is in question number 8. Question number 7 is that I know and understand the importance of recycling and often do it with a percentage of strongly agreeing 52%, agreeing 44%, and disagreeing 4%. In question 17 it says I try to reduce the use of single-use plastic and use environmentally friendly goods with a percentage of strongly agreeing at 56%, agreeing at 40%, and disagreeing at 4%. The third indicator of positive questions is in numbers 9 and 19. While the negative question is in number 10. Question number 9 is I have knowledge about the importance of saving water and energy at home and at school with a percentage of strongly agreeing at 76%, agreeing at 24%, and disagreeing at 0%. Question number 19 says I support efforts to save energy by turning off lights and electrical appliances when not in use with a percentage of strongly agreeing at 64%, agreeing at 28%, and disagreeing at 8%.

So, in the first indicator, the level of student awareness is high because students understand the importance of greening the environment. In the second indicator, the level of student awareness of recycling is high and in the third indicator, the level of student awareness is categorized as high regarding the importance of saving water and energy.

### **Aspects of Consciousness Towards Individual Consciousness**

Awareness of individual responsibility is a deep understanding that every action we take has consequences, both for ourselves and for others

and the environment. It involves the ability to recognize our role in a situation, as well as the willingness to take action that is appropriate to that role.

In this aspect there are three indicators, namely 1). Attitude towards teaching environmental cleanliness together, 2). Attitude towards awareness of human influence on the surrounding environment, 3). Attitude towards biodiversity in the surrounding environment. From the three indicators there are positive and negative questions in each indicator. In the first indicator, the positive question is in number 11, namely I often discuss with friends about how to maintain environmental cleanliness with a percentage of strongly agreeing at 40%, agreeing at 60%, disagreeing at 0%. The negative question is in number 12, namely I rarely discuss with friends about how to maintain environmental cleanliness with a percentage of strongly agreeing at 12%, agreeing at 12%, disagreeing at 76%. The second indicator, the positive question is in number 13, namely I understand that humans affect the surrounding environment and need to be responsible with a percentage of strongly agreeing at 76%, agreeing at 24%, disagreeing at 0%. Negative questions are in number 14, namely I am not fully aware that humans affect the surrounding environment with a percentage of strongly agreeing at 8%, agreeing at 20%, disagreeing at 72%. The third indicator, positive questions are in numbers 15 and 20. In question number 15, namely I participate in the conservation program for endangered animals and plants with a percentage of strongly agreeing at 48%, agreeing at 28%, disagreeing at 24%. In question number 20, namely I recognize and appreciate the biodiversity around me with a percentage of strongly agreeing at 44%, agreeing at 56%, disagreeing at 0%. Negative questions are in number 16, namely I do not participate in the conservation program for endangered animals and plants with a percentage of strongly agreeing at 4%, agreeing at 16%, disagreeing at 80%.

So, the conclusion on the first aspect is the level of students' awareness of environmental cleanliness in the high category. On the second aspect, the level of students' awareness of human influence on the environment is in the high

category and on the third aspect, students' awareness of participation in endangered animal and plant conservation programs is in the high category.

The results of the study showed that the understanding of environmental concepts reached the highest percentage, namely 94%. This indicates that the environmental education program implemented at SDN 2 Bumirejo has succeeded in providing a strong foundation of knowledge to students. The high understanding of this concept is in line with Widodo's (2020) research which found that the integration of environmental education in the curriculum can improve students' understanding of environmental concepts. However, the aspect of participation in environmental conservation efforts showed the lowest percentage, namely 84%. This figure is included in the very good category, the gap between conceptual understanding and active participation indicates the need to strengthen programs that encourage direct student involvement in environmental conservation activities. Schools can develop programs such as environmental clubs, gardening projects, or environmental campaigns that provide opportunities for students to apply their understanding in the form of real actions. This finding also shows the importance of a more practical and experience-based learning approach in environmental education. In line with Kolb's experiential learning theory, students need to be given the opportunity to experience directly and be involved in environmental conservation activities to develop deeper concern.

### Conclusions

Analysis awareness environment on attitude concern environment student 5th grade at school the basis of the state 2 Bumirejo Kebumen. Analysis study This using surveys direct through sheet questionnaire in the form of questions to 25 respondents Grade V of Bumirejo 2 State Elementary School Kebumen. Understanding of environmental concepts reached the highest percentage of 94%, and the aspect of participation

in environmental conservation efforts showed the lowest percentage of 84%. This figure is categorized as very good. The gap between conceptual understanding and active participation indicates the need to strengthen programs that encourage direct student involvement in environmental conservation activities such as environmental clubs, gardening projects, or environmental campaigns that provide opportunities for students to apply their understanding in the form of real actions.

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