EXPLORATION OF STUDENT ENVIRONMENTAL ATTITUDE THROUGH INTEGRATED LEARNING OF LOCAL POTENTIAL TOURIST DESTINATIONS IN CENTRAL LOMBOK

Muhammad Syamsussabri[1*] and Endang Lasminawati[2]

[1]Nutrition Science, Faculty of Health, Universitas Nahdlatul Ulama Nusa Tenggara Barat, Mataram, Indonesia
[2]Teacher Professional Education Program, Faculty of Teacher Training and Education, University of Mataram, Mataram, Indonesia
*Email: syamsussabri.edu@gmail.com

Abstract: This study explores students' environmental attitudes when participating in science learning that applies tools integrated with the local potential of Central Lombok tourist destinations. This research is descriptive. This research was conducted at junior high school MTsN 3 Lombok Tengah. The research subjects were 28 students from one of class VII. The tools used consist of lesson plans, teaching materials, and assessment instruments that integrate the local potential of Central Lombok tourist destinations. The instruments used are interview guidelines with teachers, observation sheets of learning implementation, and environmental attitude questionnaire instruments validated by expert validators. The results of this study indicate that the average value of environmental attitude in each indicator includes; (a) understanding norms about protecting the environment, which obtains a score of 60 which is included in the good category, (b) knowing the environment that must be maintained obtains a score of 50 which is included in the fairly good category, and (c) demonstrating a commitment to protecting the environment obtains a score of 59 which is included in the good category. These results indicate that using learning tools integrated with the local potential of Central Lombok tourist destinations in the sub-material Interaction of Living Things with the environment for class VII can train students' environmental attitudes.

Keywords: *Environmental Attitude, Local Potential, Tourist Destination*

INTRODUCTION

Environmental problems have dominated the World Risk List, as warned through the Global Risk Report released by the World Economic Forum in 2019, "environmental risks make the world run into disaster" [1]. The development of the world economy has given birth to environmental consequences, for example, a decrease in biodiversity and environmental pollution, which are predicted to be the main cause of death in 2050 [2]. Therefore, people must know about the environment and be concerned about environmental problems. Knowledge of the environment is a very important aspect. Knowledge of the environment will influence a person's attitude and behavior toward his environment [3].

Sensitivity to the environment or an environmental attitude is one of the important things needed in the world's future development. Environmental attitudes are described as "psychological tendencies that are expressed by evaluating the natural environment with some degree of like or dislike; in other words, environmental attitudes contain general feelings towards the environment, feelings and concerns about certain environmental issues, and feelings towards developing solutions to environmental problems [4] The word "environmental attitude" in social life is more strongly defined as a person's caring reaction to their environment. For example, they are not destroying the natural environment by always protecting it, or in other words, always protecting and

preserving the environment so that it does not become damaged, polluted, or even extinct. A clean and beautiful environment will be created with an attitude of caring for the environment [5].

Environmental attitudes refer to components of, for example, environmental knowledge, environmental values, and ecological, behavioral intentions [6].

In everyday life, a person faces various choices of behavior, both harmful and beneficial for the environment. A complete understanding of the environment is expected to change people's behavior so they care more about the surrounding environment [7]. To support human concern for the environment, educational institutions must provide an understanding of the importance of preserving the environment [8]. One way to overcome environmental problems is by instilling a character of caring for the environment from an early age through environmental education. Environmentally integrated education programs aim to increase awareness and knowledge of local biodiversity and to promote positive attitudes and behavior towards the environment [9].

Environmental integrated education is expected to instill attitudes in students who care about the environment to change students to be more aware of the environment [10]. Because one of the main goals of education related to the environment is to raise individuals who will participate in solving environmental problems responsibly and effectively, educators should bring real-life ecological and environmental issues into the classroom. It will enable

students to actively develop their understanding of ecological problems and collaborate in generating solutions [4].

Learning natural sciences can instill environmental attitudes in students in education. Teaching materials are essential in the learning process to support the science learning process. Of course, textbooks greatly determine the direction of learning, especially student handbooks, because these books are used as the primary reference by students in learning [11]. Teaching materials used in science learning need to be integrated with contextual material related to the environment so that students' environmental attitudes can develop. Teaching materials are an essential part of learning [12]. The study results show that teaching materials in ecological pollution modules effectively increase environmental awareness in senior high schools. Hence, they recommend developing similar teaching materials to raise environmental awareness and attitudes [13].

Other contextual matters, apart from cases that occur in the surrounding environment, can also be in the form of local potential owned by the area where students live. The local potential is an event, problem, or phenomenon that occurs in the place of origin [14]. The local potential is contextual as material studied by students because it is experienced directly by students, so it is suitable for integration into learning. Learning with contextual material will make it easier for students to understand because students have experienced it. Processes that are experienced or observed directly (face to face) are better at imparting knowledge to someone than something obtained through video or film media (not directly observed in the student's environment) [15].

Central Lombok is an area with local potential in the form of tourist attractions, one of the centers of the community's economy. Existing local potential can be related to the livelihoods of the surrounding community [16]. Central Lombok is rich in tourist attractions that many local and international residents visit. Tourist attractions are attractive because of the value of beauty, uniqueness, natural wealth, cultural customs, and the community's creativity so that they become tourist destinations [17]. The well-known tourist attractions in the Central Lombok area include the Mandalika Region of Central Lombok. The Mandalika area of Central Lombok is a potential destination with panoramic views of white sand and rows of green hills along the coastline, unique characteristics of a tourist attraction worldwide. This potential has been confirmed as a National Tourism Strategic Area based on Government Regulation 52 of 2014 concerning the Mandalika Kawasan Ekonomi Khusus (KEK), West Nusa Tenggara [18].

Most of the people of Central Lombok, including students, are very familiar with the local potential of their tourist attractions. It can be seen from the results of interviews conducted by researchers with 28 class VII students at MTsN 1 Central Lombok, which showed that all students had recognized the tourist spot. The potential of local tourist destinations is very suitable to be used as science learning material, especially in material related to the environment. Science learning needs to be integrated with local potential because creating awareness of nature and the environment in society is based on knowledge of animal and plant species [19].

The results of previous research stated that science test items are integrated with global competencies, especially those related to environmental sustainability, in science textbooks for junior high school students [20]. So it is necessary to conduct further research to determine how learning tools are integrated with environment-based content, in this case, local potential in training students' environmental care attitudes. Therefore this study aims to see how students care for the environment, which can be observed through science learning integrated with the potential of local tourist destinations in Central Lombok so that the results of this study can later become the basis for consideration in the development of practical learning tools.

RESEARCH METHODS

This research was conducted at MTsN 3 Central Lombok in the odd semester of 2022. This type of research uses descriptive analysis. The sampling technique used is purposive sampling, based on the teacher's considerations by choosing various classes. This class consists of 28 students. The learning tools used consist of lesson plans, teaching materials, and assessment instruments that integrate the local potential of Central Lombok tourist destinations. The lesson plan and Student Worksheets used have been validated by expert validators and declared fit for learning activities that integrate the local potential tourist destinations in the Mandalika area, Central Lombok. In addition, the questionnaire used was an environmental attitude questionnaire which consisted of 15 statement items. The research instrument used was interview guidelines with teachers and observation sheets on implementing learning. The data analysis technique used is descriptive-analytic, and the categorization of values is obtained through the results of an environmental care attitude questionnaire. The data, initially in the form of a score, was changed to a common value on a scale of five to determine the student's attitude category. The determination of the value category is based on the five scale rating categories [21] in Table 1. The following table shows the percentage range for each category.

Table 1. Categorization Range

Score Range	Value	Category
X > Mi +1.80 Sbi	A	Very good
Mi + 0.60 Sbi < X ≤ Mi + 1.80 Sbi	B	Good
Mi – 0.60 Sbi < X ≤ Mi + 0.60 Sbi	C	Enough
Mi – 1.80 Sbi < X ≤ Mi – 0.60 Sbi	D	Not Enough
X ≤ Mi – 1.80 Sbi	E	Very Less

Information:

X	= Score achieved
Mi (Mean ideal)	= ½ (ideal maximum score + ideal minimum score)
Sbi (ideal standard deviation)	= $(\frac{1}{2})$ $(\frac{1}{3})$ (ideal maximum score - ideal minimum score)
Ideal maximum score	=∑ criteria items × highest score
Ideal minimum score	=∑ criteria items × highest score

RESULTS AND DISCUSSION

Based on data acquisition through a questionnaire, a range of student attitude scores was obtained, which is presented in the following table:

Table 2. Range of Students' Environmental Attitudes Scores

Score Range	Value	Category
X > 69	A	Very good
57 < X ≤ 69	B	Good
45 < X ≤ 57	C	Enough
33 < X ≤ 45	D	Not Enough
X ≤ 33	E	Very Less

The table above shows the categories used to convert the value categories of students' attitudes. The categorization range is obtained from student scores calculated using the equation in Table 1.

Based on the results of the study, it showed that students' environmental care attitudes on each indicator had different score intervals. The score interval data for students' environmental care attitudes can be seen in Table 3.

The data in the table above shows the achievements of environmental care attitudes on each indicator of environmental care attitudes obtained from the analysis of the attitude questionnaire results. These results indicate that indicator 1 (understanding norms about protecting the environment) obtains a score interval of 60. It shows that most students understand norms about preserving the environment well. As the theory of planned behavior suggests, a person's subjective norms and normative beliefs about the environment influence his intention to behave ecologically. However, these effects range from slightly weak to moderately large [22]. A person's environmental values align with ecological and behavioral intentions [6].

Table 3. Data on the Results of Students' Environmental Attitudes

Environmental Attitude Indicators	Score Intervals	Value	Category
Understanding norms about protecting the environment	60	B	Good
Knowing the environment that must be maintained	50	C	Enough
Demonstrating a commitment to protecting the environment	59	B	Good

Besides that, The results of the research show that indicator 2 (knowing the environment that must be maintained) obtains a score interval of 50, which means that students have quite good knowledge about the environment.

Given that factual knowledge about the environment is a prerequisite of one's environmental attitudes, this knowledge should not be strongly linked to ecological behavior because its influence is attenuated by both environmental attitudes and ecological behavioral intentions [6]. Therefore, it is unsurprising that several studies have yet to find a relationship between factual knowledge of the environment and environmental behavior. While this relationship appears to be stronger, it is knowledge of ecological behavior that is knowledge of what and how something can be done rather than factual knowledge of the environment that is associated with environmental behavior [23].

The research results show that indicator 2 (showing a commitment to protecting the environment) obtains a score interval of 59, which means that students have demonstrated a commitment to preserving the environment properly. The most striking effect is usually between ecological, behavioral intention, and ecological behavior. Ecological behavioral intention is closely related to ecological behavior (Kaiser, 1999).

Based on the observations of researchers, students have answered the questionnaire thoughtfully. It can be seen from the consistency between the answers to the questionnaire items that are positive and negative. The review results on each indicator show that students' environmental attitudes tend to be good if they learn to use tools that integrate the potential of local tourist destinations on the material of the interaction of living things with the

environment. In connection with students' knowledge about the environment that must be maintained, some students still need to understand environmental knowledge related to how to protect the environment. While students understand norms in preserving the environment and commitment to protecting the environment, most students still need to deviate from the expected environmental attitude.

CONCLUSION

The results of this study indicate that students' environmental care attitude in terms of each indicator of environmental care attitude is understanding norms about protecting the environment including the good category, knowing the environment that must be maintained is included in the fairly good category, and showing a commitment to protecting the environment including in good category. These results indicate that using learning tools integrated with the potential of local tourist destinations in Central Lombok on the Interaction of Living Things with the environment sub-material for class VII can train students to care for the environment. Thus, learning with tools integrated with the local potential of Central Lombok tourist destinations is recommended to be further developed and applied to develop students' environmental care attitudes.

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