



## Building an Environmentally Conscious Generation: Implementation of Geography Learning in High Schools

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### ABSTRACT

**Purpose of the study:** To find out the application of geography learning at State Senior High School 1, South Dampal and to find out the application of environmental care attitudes in schools that are applied to students at State Senior High School 1, South Dampal.

**Methodology:** This study uses a descriptive method with a qualitative approach. The population in this study were students of class XI social sciences with a sample of 93 people. Data collection techniques with questionnaires and observations. The data management technique is by means of qualitative descriptive using the percentage formula

**Main Findings:** Based on the results of data analysis, it was found that geography learning for students of class XI social sciences at State Senior High School 1 Dampal Selatan, has been running well. In addition, the application of geography learning to environmental awareness is quite good, some students care about the environment at school and some students do not care about the environment at school.

**Novelty/Originality of this study:** This study shows that the implementation of structured and interactive geography learning can effectively instill an attitude of environmental concern among high school students, forming a generation that is more aware of the importance of preserving nature. Through this study, it is proven that a geography learning approach that integrates real environmental issues can increase students' awareness and responsibility for environmental preservation.

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## 1. INTRODUCTION

Applied in national education minister number 23 of 2006, education geography own strategic roles and objectives in growing develop attitude care environment. Where is the destination education geography in question is displays behavior care to environment life. Education geography is one of eye lesson geography, skills geography and attitudes geography of students about condition environment, conditions social and interaction humans and their environment [1].

Geography education can found in the standard fill eye lesson geography that has set by the National Education Standards body, objectives eye lesson geography is; (1) understand pattern spatial, environmental and territorial and related processes, (2) mastering Skills base in obtain data and formation, as well communicate and

implement knowledge geography, (3) displays behavior care to environment live, make use of source Power natural in a way wise and possessive tolerance to diversity culture public. Explanation the can concluded that in objective education geography No only focused on aspects cognitive form knowledge participant educate about pattern spatial, environmental and regional and related processes, but also focused on aspects psychomotor [2]. Aspect the form Skills For acquire and communicate, and apply the knowledge he acquired, as well scope aspect affective in the form of concern for the environment and tolerance to diversity culture public in the environment surroundings [3].

Attitude environmental care is attitudes and actions always endeavor prevent damage to the environment natural surroundings, and develop efforts For repair damage nature already occurred [4]. In terms of this can also be done said attitude care environment is something attitudes and actions shown by a person For prevent damage to the environment [5]. Awareness and concern man to environment No can grow so just in a way natural, but tried its formation in a way Keep going continuously since age early, through activities real close with life daily [6].

Planting awareness concern to environment so objective learning geography must implemented student in life surroundings [7]. Efforts to improve concern student to environment, inside learning geography at school is no easy thing, upgrade concern the behave complex, because related with life students in the environment school, family and environment society and state. Llife schools that influence caring student to environment must applied to vision and commitment school as well as student in make it effective learning related geography with problem environment activity learning at school aim For build and develop competence from every students [8]. Student must own ability For develop functions psychological and mental abilities, teachers and students have different roles in the educational process the role school here as institution education where one is taught inside it is learning geography [9].

Attitude education care environment will the more effective If atmosphere school can support student in develop attitude concern to environment around [10], students will encouraged If atmosphere school that became place for the learning process they apply implementing curriculum attitude care environment [11]. Attitude student as the subject studied geography Still No in accordance with objective learning geography that has explained previously, through the learning process obtained students, it should be student can act and behave intelligent In line with explanation above, observations has conducted at South Dampal 1 State Junior High School. Class XI social science, from results observation, found that student Still found from a number of student those that haven't yet reflect attitude care environment, like there are individuals visible students throw away rubbish carelessly, no care to scattered rubbish. However reflection attitude student No in accordance with desired goal achieved in learning geography material analysis about impact environment in development, on learning geography, application method learning by the teacher included in the plan implementation learning is lacking teachers are still varied apply method learning conventional that is lectures and discussions just.

Gap analysis based on previous research conducted by Ulfah [12] stated that the content of environmental care character values has been in the implementation plan for geography subject learning, the process of internalizing environmental care character in the geography learning process and efforts to habituate environmental care attitudes through geography learning at Madrasah Aliyah State Insan Cendekia Tanah Laut. The gap between the research and the current research is that the research on Internalizing Environmental Care Character Through Geography Learning emphasizes the process of how environmental care character can be instilled in students through geography learning methods. Meanwhile, the research on Building an Environmentally Caring Generation: Implementation of Geography Learning in High Schools focuses more on the practical implementation and effectiveness of geography learning in building an environmentally caring generation at the high school level.

The novelty of this study is that this study offers a new approach in geography education that aims to increase environmental awareness among high school students. This study introduces an innovative method in geography learning that can equip the younger generation with the knowledge and skills needed to contribute to environmental conservation. This research is urgently needed to raise environmental awareness among students, so that they can play an active role in environmental conservation and addressing increasingly pressing ecological issues. With the effective implementation of geography learning in secondary schools, this research aims to equip the younger generation with the knowledge and skills needed to understand and address global environmental challenges, ensuring a more sustainable future.

That matter become delivery material in class XI social science is lacking can understood by students so that indicator objective learning difficult achieved, because That researcher interested do something research at South Dampal 1 State Junior High School, with objective study is For find knowledge only then is the truth can insured answer and at once is solution to something problem. For know implementation learning geography applied at South Dampal 1 State Junior High School and for know implementation attitude care environment in schools applied to students at South Dampal 1 State Junior High School.

## 2. RESEARCH METHOD

### 2.1 Research Type

Research method will be writer use is method descriptive with approach qualitative for describe conditions at the time This so that can obtain actual information. Method Study qualitative is method research that can used For explore and understand derived meaning from problems social or humanity [13], [14].

### 2.2 Population and Sample

Population is amount whole subject research as for population in study. This is all over class XI social sciences senior high school 1 South Dampal with total number of 93 students. Samples are part or a representative of population studied [15], [16]. As for the amount respondents not enough out of 100, samples taken everyone so that his research is study population. Whereas if amount respondents more from 100, then taking sample 10%-15% or 20%-25% or more.

### 2.3 Instrument Study

Instrument is tools used For disclose desired aspect researcher in something study [17]. In research this use scale Likert, that is scale structured attitude For disclose attitudes of pros and cons, positive and negative, agree and disagree agree to something object social. In scale attitude, object social the applies as object attitude. Something scale consists over 40 statements attitude, that 's it selected based on quality content and analysis statistics to ability statement That in disclose attitude group.

### 2.4 Data collection technique

Study This using 2 techniques collection data, namely :

#### 1. Observation

Oservation is technique data collection used if his research please with act in demand humans, work processes, symptoms nature and when respondents who will observed no too big [18]. Instruments in engineering observation this have limitations when will take information form opinion or perception from the subject under study. Therefore that, for strengthen information obtained researcher will use appropriate tools with condition in the field like book notes, check list or camera [19].

#### 2. Questionnaire

Questionnaire is technique data collection carried out with method give set question or statement written to respondents For answered or responded [20]. In research This questionnaire works as tool for look for information based on experience stated personality in form appropriate question with circumstances respondent.

### 2.5 Data analysis technique

As for technique managing data, namely in a way descriptive qualitative with use formula percentage (%) as following Meutia [21]:

$$P = \frac{f}{N} \times 100\%$$

Information :

f : Medium frequency searching for the presentation

N: Amount frequency / amount individual

P: Percentage figure

Table 1. Percentage Values

Percentage	Information
0%-20%	Very bad
21% - 40%	Bad
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good

When analyze type of ordinal data obtained through instrument scale *Likert*, data is interpreted with look for frequent categories appears (mode) and value middle (median) [22].

### 3. RESULTS AND DISCUSSION

#### 3.1. Research Result

Table 2. Presentation of questionnaire data student indicator 1

Item Question	Statement indicator	Category	F	P
3,6,14,16,17,18, 26,27,28,29,30, 32,33,37	Enhancement health related environment business cleanliness drain	Strongly agree	21	22%
		Agree	45	51%
		Doubtful	10	10%
		Don't agree	8	8%
		Very not agree	9	9%
		Total	93	100%

Based on table the show that in indicator 1: as many as 22% of students state very agree, while 51% said agree 10% stated undecided, 8% said No agree, and 9% strongly no agree, so concluded that attitude care environment student Enough.

Table 3. Presentation of questionnaire data student indicator 2

Item question	Statement indicator	Category	F	P
1,22,23,25	Save usage Genre electricity with extinguish lights in the morning day	Strongly agree	31	33%
		Agree	37	40%
		Doubtful	2	2%
		Don't agree	16	18%
		Very not agree	7	7%
		Total	93	100%

Based on table the show that in indicator 2: as many as 33% of students state very agree, while 40% said agree 2% stated undecided, 18% said No agree, and 7% strongly no agree, so concluded that attitude care environment student Enough.

Table 4. Presentation of questionnaire data student indicator 3

Item question	Statement indicator	Category	F	P
8,9,34	Save use water, don't until There is tap or found leaking water ( tub ), or left flowing , dripping Keep going	Strongly agree	28	30%
		Agree	41	44%
		Doubtful	9	10%
		Don't agree	14	15%
		Very not agree	1	1%
		Total	93	100%

Based on table the show that in indicator 3: as many as 30% of students state very agree , while 44% said agree 10% stated undecided, 15% said no agree, and 1% strongly No agree so that can concluded that attitude care environment student Enough.

Table 5. Presentation of questionnaire data student indicator 4

Item question	Statement indicator	Category	F	P
4,5,15,19,20,21, 23,31,35,36,38, 39.40	Utilization garden or yard with useful plants , planting seeds vegetation For greenery , house or page attempted clean and beautiful Possible so that is healthy and pleasant environment for family .	Strongly agree	21	23%
		Agree	33	36%
		Doubtful	7	7%
		Don't agree	25	27%
		Very not agree	7	7%
		Total	93	100%

Based on table the show that in indicator 4: as many as 23% of students state very agree , while 36% said agree 7% stated undecided, 27% said No agree, and 7% strongly No agree, so can concluded that attitude care environment student Enough.

Table 6. Presentation of questionnaire data student indicator 5

Item question	Statement indicator	Category	F	P
2,7,10,11,12,13, 24	Countermeasures trash , useful	Strongly agree	29	31%
	return rubbish organic , and	Agree	51	55%
	recycling recycle ( <i>recylibg</i> )	Doubtful	10	11%
	garbage orgais ( bottles, cans ,	Don't agree	3	3%
	plastic, etc. ) through craftsman	Very not agree	-	-
	flea or something similar	Total	93	100%

Based on table the show that in indicator 5: as many as 31% of students state very agree, while 55% said agree 11% stated undecided and 3% said No agree so that can concluded that attitude care environment student Enough.

### 3.2. Discussion

Based on results from study This as many as 93 students have fill in questionnaire attitude care environment, consisting from all over Class XI social sciences includes classified become three class population in study This sample consists of 93 students. For see Implementation learning geography to attitude care environment, learning process can seen in a way direct with exists attitude care environment to student besides teachers can do that too influential because attitude care environment no only aim to student but teachers can too involved so that can give good example to student For done as it is statement indicator attitude care environment as well as existing policies at school you have to obeyed with good for the environment school still beautiful.

Statement indicator 1 Enhancement health related environment business cleanliness drain is statement the show that 45 students had choose agree so that produce mark percentage 51%, in in category (enough) with mark the average score is 2.34 marks the enter in category (undecided) results the can seen from cleanliness environment the same school place still seen trash in some gutter, and based on results observation enhancement health related environment business cleanliness sewers in the environment school there is part indifferent students not indifferent and partial students who laze around, in clean up drain school lack of firmness from teachers.

Statement indicator 2, namely save usage Genre electricity with extinguish lights in the morning day is statement the show that 37 students had choose agree so that produce mark percentage 40%, enter in category (bad) with mark the average score is 2.56 marks the enter in category (undecided) of results observation in the environment school there is Still Lots students who let it go light still wrong in the morning day, and there is in part students who only play light as well as part There are also some teachers who allow it light still wrong in the morning day, and there are also some teachers who are deadly medium light wrong in the morning day, because caused lack of discipline as well as teacher's attention to students and lack thereof firmness so that student as you like heart do something that doesn't Well, teachers should too give example about care good environment to students, so student own attitude care to environment at school.

Statement indicator 3, namely save use water, don't until There is tap or contains water (tub) that leaks, or left flow Keep going continuously. is a statement the show that 41 students had choose agree so that produce mark percentage 44% value the enter in category (enough) with mark the average score is 2.43 marks the enter in category ( undecided ). From the results observation in the environment school still There is part students who care and there are some too students who don't care to savings using water, because in the environment school still there is deliberate students twist tap water and let it run continuously flowing, there are also students when ablution No turn off water tap, and there are also students who let the water run in the toilet.

Statement indicator 4, namely utilization garden or yard with useful herbs, planting seeds plants For greenery, house or page working on it clean and beautiful Possible so that is healthy and pleasant environment for family. statement the show that 33 students voted agree so that produce mark 36% percentage and value the enter in category (bad) with mark the average score is 2.61 marks the enter in category (undecided). From the results observation in the environment school there is part less students care to utilization gardens and yards with useful plants in the environment school, p the can seen because There is a number of visible plants withered as well as the leaves are also visible dry.

Statement indicator 5, namely countermeasures trash, use return rubbish organic, and recycle recycle (*recylibg*) garbage orgais (bottles, cans, plastic, etc.) through craftsman flea or something similar. Statement the show that 51 students had choose agree so that produce mark percentage of 55% of mark the enter in category (enough) with mark the average score is 2.45% marks terse enter in category (undecided) Of the results observation in the environment school there is part less students creative in utilise still trash worthy recycled repeat, and partly students who have characteristic creative so that utilise still trash worthy For made craft hand like making flowers and flower pots from bottle still plastic worthy used.

Based on results learning process research geography on the material analysis about impact environment (amdal) in development carried out by teachers at senior high school 1 South Dampal, observations made in learning geography use questionnaire that is that the teacher has Enough Good in implement the learning process

geography, views from a number of aspect statement that is like is in the attachment the like for example in aspects introduction which the teacher prepares student in learning, such as the teacher asking students equipment Study student before follow learning in the class matter This showing that the teacher has do role in the learning process furthermore motivate student For follow lesson, and explain material lesson geography with varied sounds For stimulate motivation students, so in the learning process geography student active in follow learning, the teacher also provides objective material to be given in learning, p the aimed at students know material to be given by teachers, students capable prepare existing material given by the teacher, with it's a learning process walk with Good.

The teacher's ability to deliver learning objectively in accordance with the competencies to be achieved is visible [23], [24], and the teacher delivers learning very clearly, systematically and in detail so that students are happy and students are very enthusiastic in paying attention [25], and the teacher can also formulate problems, observe, analyze and communicate the lessons given. It looks good, so that students are not confused in answering questions given by the teacher, and provides a positive influence on students and there is an increase in the activeness and participation of students and teachers in the geography learning process [26].

The teacher concludes learning geography so that student can understand in material given by the teacher, and provide task home for students can more active in the learning process and for increase results Study students [27], and time in accordance allocation aim to make it fit with the procedures in the lesson plan, the teacher also provides good message and impression in close lesson. As well as the teacher has convey testimonials from material that has been studied with give advice to student for still keep going learn and more Love to environment because environment own no benefits priceless [28], [29]. That influence learning geography to attitude care environment for students can show that learning This own great influence significant to attitude preservation environment life [30].

Learning geography on the material analysis about impact environment (amdal) in development that is related with attitude care environment because material the can describe about concern environment live and look after environment live [31], prevent impact negative that can be happen in management source power others, prevent destructive pollution environment, avoid possible damage happen to source power natural with knowledge about environment life, attitude positive to management environment life supported by knowledge about environment relative life Good.

Awareness man to environment life will awakened with good if education environment life has given to they're nice through track formal, non-formal and informal education. So that learning geography can implemented because the teacher has do role in the learning process [32], so in the learning process geography student active in follow learning, because teacher's ability to convey objective learning in accordance with competence to be accomplished and very teacher clear, systematic and detailed so that Lots happy and very students enthusiastic in pay attention, and teachers can too formulate problem, observe, analyze and communicate lessons given by students so that student No can confusion in answer questions given by the teacher.

The impact of this research is that it can have a significant impact in creating a younger generation that cares more about the environment. By integrating environmental values into the geography curriculum, students not only understand theoretical concepts about the environment, but also develop attitudes and real actions to protect and preserve it. The implementation of effective geography learning in high schools can form a deeper and more sustainable ecological awareness in students, so that they are ready to become agents of change who contribute positively to the environment in the future. This can also encourage the creation of a greener and more environmentally conscious school community, which ultimately contributes to global efforts in facing the challenges of climate change and environmental degradation.

This study has several limitations. First, this study may be limited to a specific geographic and demographic context, so the results cannot be fully generalized to other regions or populations. Second, the implementation of geography learning in various high schools may vary depending on the curriculum, facilities, and availability of resources, which may affect the effectiveness of the program. Third, external factors such as family and community support, and existing environmental policies, may also affect the results of the study, but may not be fully controlled for in this study. Finally, measuring changes in environmental awareness and behavior in students may require a longer period of time to show significant results, so short-term studies may not provide a complete picture.

#### 4. CONCLUSION

Learning geography in students class XI social sciences senior high school 1 South Dampal, already walk with Good. Student can accept material that has been given by the teacher and many happy and very students enthusiastic in notice lessons given by the teacher and apply it in form activity student in analyze existing problems in the environment school. That matter show from mark questionnaire implementation learning geography including in category enough, where as much aspect statement from total number of all 17 indicators and assessment intervals category (17-23) included in category (enough). Attitude care environment student class XI

social sciences senior high school 1 South Dampal whole done enough, students own attitude care environment in category undecided (quite). Based on table frequency obtained that is show that on every indicators 1,2,3,4 and 5 as well amount overall average score are 2.34, 2.56, 2.43, 2.61, 2.45 which include in category doubtful . So that can concluded that implementation learning geography to attitude care environment is part caring students to environment at school and some students also do n't care to environment at school. Further research could focus on the long-term impacts of implementing environmental geography learning in high schools on students' behavior and attitudes toward environmental issues. This could include longitudinal studies that follow students' progress after they graduate.

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