

PROFILE OF ENVIRONMENTAL LITERACY DISPOSITION INVENTORY (ELDI) STUDENTS OF PONTIANAK STATE HIGH SCHOOLS

Syavira Indriyani^{1*}, Afandi¹, Eko Sri Wahyuni¹

¹*Pendidikan Biologi, FKIP UNTAN, Jl. Prof. Dr. Hadari Nawawi, Pontianak, Kalimantan Barat*

*Corresponding author: syavira.492@gmail.com

ARTICLE INFO:

Article History

Received November 20th, 2022
Revised December 21st, 2022
Accepted December 25th, 2022

Keywords:

Environmental literacy, ELDI, Pontianak State High Schools

ABSTRACT

Environmental literacy is needed to create a society that cares about the environment and as an effort to overcome environmental problems. This study aims to determine the environmental literacy profile of Class X State Senior High School students in Pontianak and to determine the relationship between the domain and environmental literacy. The subject of this research is the students of SMA Negeri in Pontianak City totalling 356 students who are determined by cluster sampling. The instrument used in this study was the form of a questionnaire with 37 statements and a test with 16 multiple-choice questions. This research method is descriptive quantitative. The results of this study indicate that the domains of attitudes towards the environment and behaviour towards the environment get "good" categories with an average value of 67.89 and 65.42 respectively. Meanwhile, the domains of environmental awareness and environmental knowledge get a sufficient category with an average value of 58.29 and 57.45 respectively. Environmental literacy based on indicators, it is categorized as "good" and sufficient. The correlation test results obtained indicate that each domain of environmental literacy has a relationship with environmental literacy.

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How to Cite:

Indriyani, Syavira, Afandi, & Wahyuni, Eko Sri. (2022). Profile of Environmental Literacy Disposition Inventory (ELDI) Students of Pontianak State High Schools. *Jurnal Pelita Pendidikan*, 10(3), 94-104.

INTRODUCTION

Nowadays various efforts are being developed for the world of education to be able to keep up with the demands of students' abilities in the 21st century. Based on an international document issued by the enGauge 21st-century skills standards in 2003, there are several 21st-century skills that schools need to provide to every student in the future. These skills include thinking skills, literacy skills, and skills in life and career ([NCREL & Metiri Group, 2003](#)). The demand for these abilities is needed to deal with various complex problems that exist in the 21st century. One of the main problems is environmental problems. So, it is important to prepare students in dealing with these problems ([Mitarlis et al, 2017](#)). Students as the nation's next generation need to be equipped with the ability to address environmental problems to become agents of change in environmental management ([Pujiati et al, 2022](#)).

Various environmental issues such as global warming, climate change ([Amin et al, 2020](#)), deforestation, forest degradation and water pollution are common problems that occur around the world that have a serious impact on life ([Wardani et al, 2018](#)). Environmental problems that occur currently have an impact on the decline in environmental quality. It should be noted that the quality of human life depends on the quality of the environment. The better the quality of the environment, the better the quality of human life ([Adriansyah et al, 2016](#)).

Environmental problems arise because of human activities that exploit the environment to meet the needs of life without any sustainable processing ([Nadiroh & Siregar, 2019](#)). Various environmental problems that occur are caused by human activities which often violate the rules in the order of life, as well as a lack of environmental awareness and are not accompanied by knowledge about how to manage the environment ([Purba & Yunita, 2017](#)). Various environmental damage that is happening at this time increasingly emphasizes the importance of caring for the environment ([Adlika, 2020](#)). Lack of knowledge about the environment causes the perpetrators of environmental destruction are not aware of the various environmental problems caused ([Aini et al, 2021](#))

In this regard, mastering environmental literacy is important currently. Through environmental literacy, it is hoped that it can form a society that has awareness of the environment and the ability to prevent and solve environmental problems ([Hariyadi et al, 2021](#)). Environmental

literacy is needed to form an environmentally conscious society and have an awareness of the importance of protecting the environment ([Widowati, 2011](#)).

Seeing the important value of environmental literacy, measurement is needed to determine the achievement of their environmental literacy abilities ([Prasetiyo, 2017](#)). For this reason, it is necessary to measure the ability of environmental literacy. The results of the environmental literacy assessment can be initial data to be able to determine follow-up actions to improve this ability ([Kusumaningrum, 2018](#)).

Based on research, environmental literacy of students in Jordan is still in the low category ([Abu Hola, 2009](#)). The low results of environmental literacy are influenced by various factors, one of which is the low desire to study environmental issues. While research on students' environmental literacy in Pekanbaru, Riau stated that students' environmental literacy is still in the developing stage and requires strong environmental knowledge so that it can form the basis for creating behavior and concrete actions towards the environment ([Safitri et al, 2020](#)).

Environmental literacy is a person's ability to understand environmental conditions and based on this understanding a person can determine appropriate actions related to maintaining, improving, and enhancing environmental conditions ([Patrisiana et al, 2020](#)). Meanwhile, according to [Fidan & Ay \(2016\)](#) Environmental literacy is having the ability to respond to the environment and be able to make decisions about the environment.

A person is said to have environmental literacy if he can make decisions related to the environment both personally and with other people, take action to improve environmental quality and contribute to various environmental aspects ([Hollweg et al, 2011](#)). The positive impact of having environmental literacy is increasing students' curiosity about the environment ([Patrisiana et al, 2020](#)).

Based on the background above, it is important to know the level of students' environmental literacy skills which can be seen based on the domains and indicators of environmental literacy. After knowing the mastery of students' environmental literacy, it is hoped that it will become the basis for related follow-up. Therefore, researchers conducted research on environmental literacy profile of class X Senior High School students in Pontianak City.

METHOD

This research is a quantitative descriptive study with the aim of knowing the environmental literacy profile of class X SMA Negeri in Pontianak City. The population of this study is all class X students of SMA Negeri in Pontianak City for the 2021/2022 academic year, totaling 11 schools, with a total of 3279 students. The choice of this class X student was based on the consideration that these students are starting to enter the stage of adult cognitive development – which means that cultivating environmental awareness since they were high school teenagers is expected to foster wider participation in cultivating environmental literacy. This research was conducted for 6 months, namely from January 2022-June 2022.

The research sample consisted of 356 students who were determined based on the cluster sampling technique. Based on an analysis of the number of Slovin samples, 6 out of 11 public high schools in Pontianak City were selected based on the proportion of schools in each sub-district which can be seen in table 1.

Table 1. Distribution of Samples Based on Clusters

| <i>Cluster</i> | Number of students | Sample School |
|-------------------|---------------------------|----------------------|
| Pontianak Kota | 56 | SMA 8 |
| Pontianak Timur | 56 | SMA 9 |
| Pontianak Barat | 64 | SMA 2 |
| Pontianak Selatan | 138 | SMA 3, SMA 7 |
| Pontianak Utara | 42 | SMA 5 |
| Total | 356 | |

This study uses the Environmental Literacy Disposition Inventory (ELDI) instrument which refers to the Middle School Environmental Literacy/Survey (MSELS) and uses indicators set by UNESCO (1970). The data was obtained from a questionnaire that had been converted into a google form, to be distributed to class X students through their respective school teachers. To measure the domain of attitude, awareness and environmental behavior, an instrument in the form of a questionnaire containing 37 statements was used. Meanwhile, to measure the domain of environmental knowledge, a multiple choice instrument was used which consisted of 16 multiple choice questions. The examples of questions for each domain used can be seen in table 2.

Table 2. Examples of Questions/ Statements for Each Domain of Environmental Literacy

| Domain | Sample questions/statements | Number of Questions / Statements |
|---------------|--|---|
| Attitude | I do not reprimand friends who litter | 19 |
| Awareness | I did tree planting when I saw a lot of trees being cut down | 12 |
| Behavior | I turn off electronic devices (lights, fans, TV, etc.) at home when not in use to save energy | 6 |
| Knowledge | In sustainable development activities, the principle of eco-efficiency is known. This principle states that raw materials and energy that are not utilized in a production process will be wasted and become waste (solid, liquid and gas) which can cause increasing environmental problems. One of the steps that can be taken so that the waste does not pollute the environment is.... | 16 |

The test and questionnaire instruments used have been tested for feasibility through validity and reliability tests. The instrument was validated by 6 validators who used the calculation of the Aiken's V formula with the results of the instrument being declared valid. Furthermore, the validity and reliability of the instrument were also analyzed using IteMan version 3.0 with results on the questionnaire 0.906 and on the test 0.739 so that it was feasible to use. Research data analysis was carried out by giving scores and calculating the average score based on domains and

indicators. Then the score is converted into a range of 0-100. The values that have been obtained are used to determine the criteria with reference to table 3. In this study a correlation test was also carried out using SPSS 25 to determine the relationship between environmental literacy and each domain.

Table 3. Environmental Literacy Value Criteria

| Value Range | Criteria |
|-------------|-----------|
| 81-100 | Very good |
| 61-80 | good |
| 41-60 | Enough |
| 21-40 | Less |
| 1-20 | Very less |

RESULTS AND DISCUSSION

Domain-Based Environmental Literacy Description

The instruments used in this study were questionnaires and tests. The instrument in the form of a questionnaire measures 3 domains of environmental literacy, namely environmental attitudes, environmental awareness and environmental behaviour. For the test instrument to measure the environmental knowledge domain. The results of obtaining environmental literacy are interpreted through the bar chart in Figure 1.

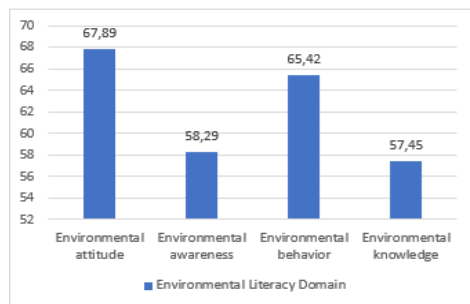


Figure 1. Bar Chart of Yield Acquisition by Domain

Based on the bar chart in Figure 1, it is known that the domain with the highest yield is the domain of environmental attitudes with an average value of 67.89. Then followed by the domain of environmental behavior with an average score of 65.42. Next is the domain of environmental awareness with an average score of 58.29. The domain with the lowest acquisition is environmental knowledge with an average score of 57.45. The results of this study are relevant to Rokhmah & Fauziah's research (2021) which also found the attitude domain as the highest domain

with an achievement of 70.5% and the knowledge domain as the lowest domain with an achievement of 46.3%. According to Rokhmah & Fauziah (2021) one of the factors that influence the achievement of attitudes to get the highest acquisition is caused by students who already have the habit of being concerned about the environment.

Whereas for the domain of environmental knowledge, the achievement is lower than the other domains, namely the moderate category needs to be improved considering the importance of environmental literacy skills. According to Agustin & Maisyaroh (2020) efforts that can be made to increase students' environmental knowledge include choosing the right learning method for delivering "good" material and involving students' active role in learning such as practicum activities. In addition, based on research conducted by Pujianti (2018) the problem-based learning model gets effective results for increasing students' environmental literacy achievements as seen after a comparison of scores before and after learning using this model.

Description of Environmental Literacy Based on Indicators

Environmental literacy indicators consist of 11 indicators. The questionnaire consists of 6 indicators including verbal commitment (desire to act), attitude to act, ethics towards environmental values, environmental sensitivity, sensitivity to the environment and active action in making resolutions to environmental problems.

The test items consist of 5 indicators including identifying environmental issues, asking relevant questions related to environmental issues, analyzing major environmental issues, evaluating and making decisions related to environmental issues, and making plans to solve environmental problems. Each indicator gets different achievement results and categories can be seen in table 4.

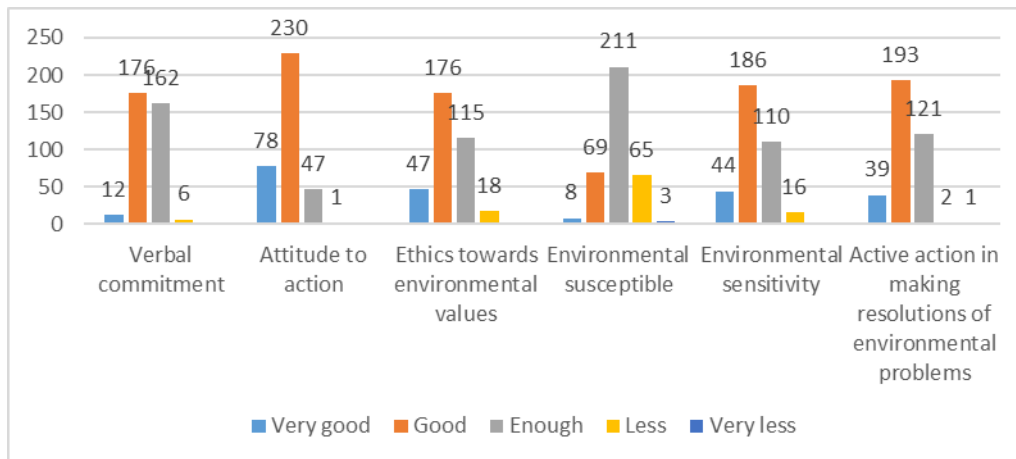
Table 4. Descriptive Statistics of Student Environmental Literacy Based on Indicators

| Indicators | n Items | Average | Score | Category |
|--|---------|---------|-------|----------|
| Verbal commitment (will to act) | 5 | 15,9 | 63,52 | "good" |
| Attitude to action | 7 | 25,52 | 72,5 | "good" |
| Ethics towards environmental values | 7 | 23,06 | 65,47 | "good" |
| Environmental susceptible | 7 | 18,25 | 51,71 | Enough |
| Environmental sensitivity | 5 | 16,7 | 66,84 | "good" |
| Active action in solving environmental problems | 6 | 19,74 | 65,42 | "good" |
| Able to identify environmental issues | 2 | 0,98 | 49,02 | Enough |
| Ask relevant questions related to environmental issues | 3 | 1,26 | 42,21 | Enough |
| Analyze key environmental issues | 5 | 2,71 | 54,27 | Enough |
| Evaluate and make decisions regarding environmental issues | 2 | 1,26 | 63,06 | "good" |
| Create an environmental problem solving plan | 4 | 2,9 | 72,61 | "good" |

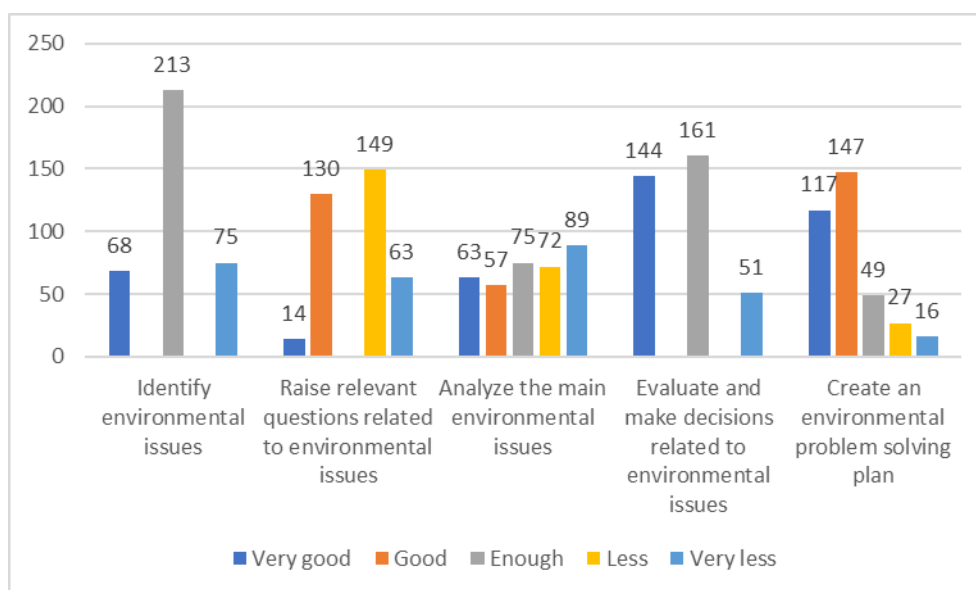
Based on Table 3, the environmental literacy achievement of Class X State Senior High School students in Pontianak City based on indicators obtained "good" and sufficient category results. Indicators that get "good" categories are verbal commitment, attitude to act, ethics towards environmental values, sensitivity to the environment, active action in making resolutions of environmental problems, and evaluating and making decisions related to environmental issues. For indicators that get the sufficient category, namely environmental sensitivity, being able to identify environmental issues, put forward relevant questions related to environmental issues, and analyze major environmental issues. In this study, the questionnaire instrument consisted of 6 indicators spread over 37 statements. Based on Figure 2, it is known that each indicator obtains various categories of achievements. In the verbal commitment indicator, the highest student achievement was in the "good" category with 176 students. Attitude indicators to act the highest student achievement is in a "good" category as many as 230 students. Ethical indicators of environmental values for student achievement are mostly in the "good" category, namely 176 students. The highest student achievement indicator for environmental sensitivity was in the sufficient category, namely 211 students. The most indicators of sensitivity to the environment were the students' achievements in the "good" category, namely 186 students. Indicators of active action in making resolutions of environmental problems achieved by the highest number of students were in a "good" category", namely 193 students.

Attitudes to act indicators are indicator with the most "good" and "very "good" category achievements compared to other indicators. Attitude to act is an attitude manifested in daily life to preserve, repair and prevent environmental damage (Hollweg et al, 2011). This indicator aims to see the extent to which students have an attitude to act towards the environment. The dominance of student achievement in the good and excellent categories shows that the attitude towards students' actions towards the environment is good. Students are able to consider good attitudes that are necessary and can be done for the environment. According to Eagles & Demare (Aini et al, 2020) attitudes towards one's environment are formed based on social, environmental and cultural interactions.

The indicator with the most "low" achievement category was the indicator of environmental sensitivity with the achievement of 65 students. Someone who has sensitivity to the environment will see the environment from an empathetic perspective. So that someone tries to care about the environment which is manifested through good actions towards the environment (Hollweg et al, 2011). The dominance of the most "less" results on this indicator requires follow-up to correct it. The role of the teacher in increasing students' environmental sensitivity can be done by utilizing the surrounding environment as a learning resource. Increasing outdoor activities can foster natural intelligence so that sensitivity, awareness, responsibility, and the desire to love nature grow (Susilastri & Rustaman, 2015).



Gambar 2. Jumlah Siswa Pada Setiap Capaian Indikator Angket



Gambar 3. Jumlah Siswa Pada Setiap Capaian Indikator Tes

The research test instrument consisted of 5 indicators spread over 16 multiple-choice questions. Based on Figure 3 it is known that each indicator obtains various categories of achievements. In the indicators of identifying environmental issues, the highest student achievement was in the "enough" category, with 213 students. For indicators asking relevant questions related to environmental issues, most student achievements were in the less category with 149 students. The indicators analyze the main environmental issues, the most student achievements are in the very less category, with 89 students. The indicator evaluates and makes decisions related to environmental issues. Most student achievements are in the "enough" category, with 161 students. The indicator for making environmental problem-solving plans was that the highest student achievement was in the good category with 147 students.

Indicators evaluating and making decisions related to environmental issues are indicators that get the most excellent category achievements compared to other indicators. The indicator of evaluating and making decisions related to environmental issues is the ability to be involved in planning environmental problems based on an analysis of environmental conditions, as well as the ability to evaluate actions before implementing them (Hollweg et al, 2011). Questions on this indicator aim to see the ability to evaluate and determine decisions about the environment by students. In evaluating and making decisions related to the environment students need good critical thinking skills. This is also stated by Hollweg et al (2011).

that the indicator of evaluating and making decisions about the environment involves one's critical thinking skills. In addition, according Susilastri & Rustaman (2015) in making decisions related to the environment students can weigh

based on the experience and information they have about the environment.

The indicators with the least achievement category were the indicators analyzing key environmental issues with the achievements of 89 students. The indicator for analyzing major environmental issues is the ability to analyze environmental problems which involve the interpretation and use of scientific knowledge and new information in determining the causes of environmental problems and their possible consequences (Hollweg et al, 2011). Questions on this indicator require students to involve their environmental knowledge and interpretation skills in analyzing the environmental issues presented.

In this indicator the dominating student achievement is in the very less category. This

shows that the ability to analyze student environmental problems is still lacking. The ability of students who are classified as lacking can be caused by a lack of information related to the environment and environmental knowledge which is basically needed in the analysis of environmental problems. For this reason, the teacher's role is also needed in providing environmental knowledge and presenting environmental issues so that students can participate in analyzing these problems.

Correlation Test Between Domains of Environmental Literacy Correlation testing (Table 5) was carried out in this study using SPSS 25 with the aim of knowing the relationship between environmental literacy and each domain.

Table 5. Environmental Literacy Domain Correlation Test

| | | Attitude | Environmental literacy | Awareness | Environmental literacy | Behavior | Environmental literacy | Knowledge | Environmental literacy |
|---------------------|---------------------|----------|------------------------|-----------|------------------------|----------|------------------------|-----------|------------------------|
| Domain | Pearson correlation | 1 | 0,768 | 1 | 0,702 | 1 | 0,732 | 1 | 0,617 |
| | Sig. (2-tailed) | | 0,000 | | 0,000 | | 0,000 | | 0,000 |
| | N | 356 | 356 | 356 | 356 | 356 | 356 | 356 | 356 |
| Literasi Lingkungan | Pearson correlation | 0,768 | 1 | 0,702 | 1 | 0,732 | 1 | 0,617 | 1 |
| | Sig. (2-tailed) | 0,000 | | 0,000 | | 0,000 | | 0,000 | |
| | N | 356 | 356 | 356 | 356 | 356 | 356 | 356 | 356 |

Based on table 5 it is known that the domains of attitude, behavior, awareness and knowledge of the environment get a significance value of (0.000 <0.05) which means there is a relationship between each domain and environmental literacy. The correlation coefficient obtained by the domain of attitudes, behavior, awareness, and knowledge is (0.768); (0.732); (0.702); (0.617). Based on the results obtained, each domain has a positive relationship with a high correlation with environmental literacy. This means that the higher the value of each domain, the higher the value of environmental literacy. This result is in line with the statement of Rokhmah & Fauziah (2021) which states that there is a relationship between each domain of environmental literacy and environmental literacy.

CONCLUSION

Based on the results of the study, the environmental literacy of public high school students in Pontianak City based on the domain showed that the environmental attitude domain had an achievement score of 67.89 in the good category; environmental awareness 58.29 with sufficient category; environmental behavior 65.42 with good category; and environmental knowledge 57.45 with sufficient category. The achievement of students' environmental literacy can also be seen based on indicators including verbal commitment 63.52 (good); attitude to act 72.5 (good); ethics towards environmental values 65.47 (good); environmental sensitivity 51.71 (enough); sensitivity to the environment 66.84 (good); active action in making resolutions of environmental problems 65.42 (good); able to identify environmental issues 49.02 (enough); raise relevant questions related to environmental issues 42.21 (enough); analyze major environmental issues 54.27 (enough); evaluate and make decisions related to environmental issues 63.06 (good); and create a plan for solving environmental problems 72.61 (good). Based on the correlation test that has been carried out, each domain of environmental literacy has a positive relationship with environmental literacy.

ACKNOWLEDGMENT

Thanks are given to all related parties, Pontianak City State High School teachers and comrades who have helped and provided support in the preparation of this article.

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Appendix

ANGKET LITERASI LINGKUNGAN

Nama :
 Kelas :
 Sekolah :
 Hari/ Tanggal :

I. PETUNJUK PENGISIAN

1. Sebelum mengisi pernyataan, bacalah petunjuk pengisian dengan cermat.
2. Angket ini terdiri dari 37 pernyataan
3. Berilah tanda *checklist* (v) pada kolom Selalu, Sering, Kadang-kadang, Jarang, dan Tidak pernah sesuai dengan keadaan anda yang sebenarnya
4. Semua jawaban benar tidak ada yang salah, oleh karena itu jawablah semua pertanyaan sesuai dengan keadaan yang kamu alami dengan jujur.

| No | Pernyataan | Selalu | Sering | Kadang-Kadang | Jarang | Tidak Pernah |
|----|---|--------|--------|---------------|--------|--------------|
| 1 | Saya berjalan kaki untuk mengurangi polusi udara | | | | | |
| 2 | Saya tidak memilah sampah untuk didaur ulang | | | | | |
| 3 | Saya tidak akan berdonasi untuk memperbaiki lingkungan | | | | | |
| 4 | Saya berbagi informasi mengenai permasalahan lingkungan yang saya ketahui | | | | | |
| 5 | Saya mengajak orang untuk melakukan daur ulang | | | | | |
| 6 | Saya tidak menegur teman yang membuang sampah sembarangan | | | | | |
| 7 | Saya tidak membuang sampah pada tempatnya | | | | | |
| 8 | Saya merawat tanaman di lingkungan sekitar | | | | | |
| 9 | Saya membawa tempat minum sendiri untuk mengurangi sampah botol atau kaleng minuman | | | | | |
| 10 | Saya memanfaatkan barang-barang bekas yang masih dapat digunakan | | | | | |
| 11 | Saya tidak menanam pohon di lingkungan sekitar | | | | | |
| 12 | Saya menggunakan AC saat sedang merasa kepanasan | | | | | |
| 13 | Ketika melihat pohon ditebang, saya merasa bahwa habitat burung untuk hidup akan hilang | | | | | |
| 14 | Ketika melihat air sungai yang tercemar, saya merasa hak biota air untuk hidup akan hilang | | | | | |
| 15 | Ketika menggunakan banyak kertas dan tisu, saya merasa menghilangkan hak pohon untuk hidup | | | | | |
| 16 | Ketika saya berkendara terlalu jauh dan menghabiskan banyak bahan bakar, saya merasa itu akan mengurangi ketersediaan sumber daya alam dan menyebabkan polusi | | | | | |
| 17 | Ketika saya memasak menggunakan minyak sawit, saya merasa telah mendukung industri perkebunan sawit | | | | | |
| 18 | Saya membawa kantong belanjaan ramah lingkungan (ecobag) ketika berbelanja dengan anggapan bahwa dapat mengurangi penggunaan plastik | | | | | |
| 19 | Ketika menyiram tanaman, saya merasa merawat dan menjaga makhluk hidup | | | | | |
| 20 | Saya mengikuti kegiatan pengamatan burung atau fotografi | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 21 | Saya pergi berkemah dengan kelompok atau organisasi | | | | | |
| 22 | Saya membaca buku atau artikel tentang alam atau lingkungan dengan senang hati | | | | | |
| 23 | Saya melakukan aktivitas seperti jalan-jalan, mendaki gunung, dan bersepeda | | | | | |
| 24 | Saya menikmati menonton program televisi, video, CD atau DVD tentang alam dan lingkungan | | | | | |
| 25 | Saya memiliki guru atau idola yang menjadi panutan untuk peka terhadap lingkungan | | | | | |
| 26 | Jika ada waktu, saya dan keluarga melakukan liburan di alam bebas | | | | | |
| 27 | Ketika melihat sampah tidak pada tempatnya, saya memungut dan membuangnya ke tempat sampah | | | | | |
| 28 | Saya melakukan penanaman pohon ketika melihat banyak pohon ditebang | | | | | |
| 29 | Saya merasa marah ketika melihat orang menebang pohon sembarangan | | | | | |
| 30 | Ketika melihat lampu menyala di siang hari, saya langsung mematikannya | | | | | |
| 31 | Ketika melihat barang yang masih dapat digunakan, saya akan mengambilnya untuk didaur ulang | | | | | |
| 32 | Saya meminta orang tua saya untuk tidak membeli produk yang terbuat dari bulu binatang | | | | | |
| 33 | Saya mematikan alat elektronik (lampu, kipas, TV, dll) di rumah saat sedang tidak digunakan untuk menghemat energi | | | | | |
| 34 | Saya tidak memisahkan barang-barang yang ada di rumah untuk didaur ulang | | | | | |
| 35 | Saya membiarkan keran air mengalir hanya jika diperlukan | | | | | |
| 36 | Saya membicarakan mengenai bagaimana cara membantu mengatasi masalah dengan orang tua saya | | | | | |
| 37 | Saya meminta keluarga untuk mendaur ulang barang yang tidak digunakan | | | | | |