

Action of Environmental Caring Culture The Youths At “Mataram” Regions East Java Indonesia In Perspective Constructionism

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Abstract:- Any behavior or actions always implies. Likewise, the actions of the younger generation of environmentalists who are studying in senior high school in the area "Mataraman" East Java Province, The Republic of Indonesia. This study aims to explain the meaning of the actions of youth who care about the environment, where they are learning in high school. This study used qualitative methods with a knife constructionism analysis. Location of the study at senior high school gift recipient "Adiwiyata School" in Madiun and Blitar. Boonof "Adiwiyata" is an award given to schools that care about the improvement and preservation of the environment. The subjects were young men who were studying in high school. The data collection was done by snowball technique. How to obtain data using in-depth interviews and documentation. Data were analyzed using an interactive model. The results showed that young people act perform environmental conservation caused by the will personally, the existence of family, close friends, and feeling "happy" to environmental conservation. Furthermore, it can be cited as an influence internal factors. However, the like of environmental conservation by youths are also caused by them often follow the activities of environmental conservation, environmental preservation their events, and the subject matter of environmental education in schools (external factors). Motives of desire youths environmental preservation, that they want to create a clean environment, comfortable, sustainable, fun, awarded, and gain experience and new ideas.

Keywords: *action care for the environment, the young, and environmental preservation.*

I. BACKGROUND

Actions of someone in an effort to make environmental conservation is an appreciable act. That's because such actions can be made use for the preservation of environmental sustainability that is around the man himself. The action was as a form of reciprocal relationship between humans and the environment. Environment can influence human behavior and human behavior contrary also to give effect to the surrounding environment. The relation between man and nature such as reciprocal determinism. Berger and Luckman (1995) refer to it as a process of internalization and externalization. Where nature and human interplay, nature can influence human behavior and human behavior can affect nature. Therefore, there is a reciprocal relationship between the two.

The behavior of the youths who are studying in high school, the school received an award "Adiwiyata" always contains a lot of meaning. Each meaning of one's actions is always linked to the local context and culture behind them. Likewise, the actions of the younger generation of environmentalists who are learning in high school in the area "Mataraman" East Java Province. Because by it, such actions are understood and revealed its meaning through this research.

Which is the subject of this research is the Senior High School has developed the Green School program and get the gift "Adiwiyata". The school has been bearing the "National Level School Adiwiyata Self". The predicate is achieved in two consecutive years starting from 2011 last year. The predicate is due to the role and participation of citizens, especially school students in the school to build a caring and civilized environment. At the school students have participate and play an active role to create a school that is comfortable for learning. Such a school is unique because it gave birth to the students (as the younger generation successor to the nation), who care about the environment, especially in terms of environmental conservation in schools.

In the fact that at the high school that is the subject of this study various forms of environmental conservation activities include: selection of sons and daughters of the environment, plant maintenance school, camp green around the school, forest education, maintenance plots parks, development of plant seeds, and activities how "grafting plants". In these activities the students played an active part. That, demonstrated their behavioral habits of the students who care about the environment around the school. Such behavior implies for the youth, which is the meaning for each individual young man. The behavior of the respective individual

seem to contain many meanings. Such meanings necessary interpretive understanding, ie. understanding the meanings behind the phenomena.

Understanding of the meaning of such an act, in this study using a knife construction analysis. Because meaning is revealed through motives and in order to motives (motive purposes). That is, reveal the various motives because "young student" in senior high school action environmental conservation. Furthermore, various motives reveal the purpose of "young student" in senior high school action environmental conservation.

II. METHOD

The design of this study is a qualitative study using a knife analysis with constructionism (Fatchan, 2013). Such research approach consistent with the objectives of this study, which is to find the meaning is behind the actions of environmental preservation youths in high school students who receive the gift of "School *Adiwiyata*" in Madiun and Blitar. Boon of "*Adiwiyata*" is an award given to schools that care about the improvement and preservation of the environment. The subjects were youths (students) who are studying in senior high school. The data collection was done by snowball technique. Therefore, the number of informants depends on the saturation of information obtained (Fatchan, 2005; Fatchan, 2011). How to obtain data using in-depth interviews and documentation. Data were analyzed using the interactive model (Miles and Huberman, 1995). This research phase include: data collection and analysis phase consisting of interviews focused, analytical description and checking the validity of the data, in-depth interviews, analysis theme or coding and checking the validity of the data, and understanding to understand the subject. Finally, the discussion stage and writing the final report.

III. RESEARCH RESULT

3.1 Motive cause of the youth act perform environmental conservation

The results of this research show some of the things that cause youths or students act preservation in the surrounding environment. Observations indicate as follows:

On Friday morning, it looks clean school yard, very shady, full of plants and trees are maintained. The young people in high school who are the subject of this research are conducting clean-up around the school. They playfully cleaning and maintaining various existing plants. Such activities they always do on every Friday morning. Can ultimately lead to the school environment to be green, beautiful, clean, shady, comfortable place to learn. This is one of the high school became the winner of the school "*Adiwiyata*" in East Java.

Based on the information obtained in this study, can find a variety of causes of action the youth in its care to maintain the environment in the vicinity. In some detail as presented in the following Matrix 1.

Matrix 1:
Things Still Causes Concern Youths Act Environmental Sustainability

No.	Informants	Statement Informants	Themes found
1	Men Informant	I really like that in the neighborhood where we are clean, lots of greenery, the atmosphere of the shade, many trees are growing well. This I do not like when there is a dirty place and a lot of garbage, an uncomfortable place, situation or condition of the room was dirty and disorganized, the school grounds were dirty and disorganized.	Like in a lot of plants
2	Men Informant	I get a lot of creative ideas and innovative if it is located on the school grounds were beautiful this kind. To maintain the beautiful environment of the students to do the division of labor to sustain the plants around this school. Each semester is done race hygiene classes and surroundings.	Comfortable-environmental bring in ideas and creativity
3	Woman Informant	Clean up and plant crops that are here are environmental conservation activities. Therefore, the actions that I did this so that the goal here seems like there are in the wild, always feel happy and not bored when playing here. I often find creative and innovative ideas when they're here.	Like nature lovers activities. lead to creative ideas

4	Men Informant	This activity (environmental protection) we always follow and implement. The activities included clean-up race classes, cooking contest, the planting and maintaining a garden around the classroom. Their garden "green house", a plant nursery, and composting. Under these conditions, I and a friend in this class to be keen to always conduct environmental conservation measures.	- There is an example of the event triggering the means to act to preserve the environment
5	Woman Informant	I liked the cleanliness of the environment, because it has become my habit and family at home, too. Was carried away by passions and has become a good habit when at school or in daily life in the community. So it has become my ability and my friend's group has the character and nature like the cleanliness and act to preserve the environment.	- Measures have been used to preserve the environment (habitualizations)
6	Woman Informant	Here, given the subject matter "Environmental Education". We are taught to care for, maintain, and preserve the environment. So as to have an understanding and eventually make it happen in a rut in everyday life. Provisions of science that we can at the time of the lesson "Environmental Education" that we realized in the form of actions at school or in the family.	Lesson environmental education causes a person concerned about the environment
7	Woman Informant	Because often together with friends who liked the clean environment and love to plant trees. Finally, I also became like doing such activities. These activities make me feel bored and more fun if done together. As a result I often make environmental conservation measures in schools together with friends or at home.	Liked the preservation of the environment due to the influence of peers

Based on the exposure data and the matrix 1 above, it can be built a new proposition as follows.

Concern youths act environmental sustainability caused by like plants, like a comfortable environment, can bring ideas and creativity, nature likers, facilities and infrastructure of adequate environment, a habit process of individual, the subject of environmental education, early on like the preservation of the environment and peer influence.

3.2 Motive of Desire youths act perform environmental conservation

I'm with friends plant a variety of plants in the school yard is the goal I want my school is "beautiful", shady, cool air, and reduce pollution, especially dust and smoke in motor vehicles. Usually this school community to maintain cleanliness and environmental sustainability in a manner prohibited from disposing of garbage in any place and every Friday to do the clean-up tradition of the school and its surroundings together. Therefore, our school became a school champion "Adiwiyata". Said the father and mother.... This school champion "Adiwiyata" so hygiene, environment "beautiful" or "asri", and a variety of plants that exist should we keep together.

Based on the information obtained in this study, has found a variety of motives desire what the objectives of the action of the youth in its care to preserve the environment. In some detail as presented in the following Matrix 2.

Matrix 2: Desire achieved Youths why act to preserve the environment

No.	Informants	Statement Informants	Themes found
8	Woman Informant	Maintain cleanliness around the school, plant a variety of plants, disposing of waste in its place is the main thing for a comfortable environment at the school. Clean-paced environment that will feel comfortable and beautiful to look at as well as healthy. So that cleanliness is the main thing that should be done by all	Act to preserve the environment because they want a clean environment, healthy, and convenient.

		citizens of this school so that the school environment into a sustainable and "beautiful".	
9	Men Informant	Environment for life around us is essential to preserve. The surroundings were beautiful and clean as in this school makes us satisfied and happy. Satisfaction of the work of our friends look after the environment, as shown always keep and care for the environment that has been "beautiful". Finally we are doing this is something that is done on the basis of our own wants and wishes. Although in the end we won the school competition "Adiwiyata".	Act to preserve the environment because they want satisfaction, the environment remains "beautiful", and a champion "Adiwiyata"
10	Woman Informant	I joined them in environmental protection activities have made me gain new experiences. Because of the conservation activities can keep, care for, and preserve the environment schools only. Including in the home as well I like to plant flowers widened. The goal is that the environment around us into a clean, well maintained, and reduce air pollution in the city. Various environmental activities of different I experienced can also provide an excellent experience.	The surroundings were clean, well maintained, reduce pollution, and got life experience.
11	Woman Informant	I and all the students here who are serious about making a garden, plant trees, create a nursery of plants, making green house, and jointly maintain the beauty of the environment of the school is to be a champion and win the school competition "Adiwiyata" in the districts and provinces of East Java.	Act to preserve the environment because they want to be champion "Adiwiyata"
12	Men Informant	Clean-up activities of the school and build a school environment that is "beautiful" can foster awareness, spawned creativity and innovation of students. That is, I get that action to preserve the environment is not only the environment becomes clean, beautiful, and comfortable. But also, can the ideas and new inspiration, as when studying Biology I can directly observe and told me about the various plants around the school.	Act to preserve the environment because they want to be beautiful, clean, and comfortable as well as bringing new experiences.
13	Woman Informant	The school environment becomes clean and beautiful like this because you want to become a school "Adiwiyata". In addition, the school aims to have as there are in the wild with overgrown by various plants that make not get bored if you play and learn at this school.	Preserving the environment aims to be a fun place to play and learn

Based on the exposure data and the matrix of the above, it can be built a new proposition as follows.

The actions of the youths care about environmental sustainability is intended so that the environment becomes clean, healthy, and convenient. So that the environment is always "beautiful", maintained, reduced pollution, and bring a new experience. In order for the school to be a pleasant environment for learning, being a medium of learning, and became the school of "Adiwiyata".

IV. DISCUSSION

Concerned about the preservation of the surrounding environment is very important for the preservation of our life this place, namely earth. We know that the earth is the only place to live that is suitable for us. Cultivate environmental sustainability, means being preservation of the earth. The fact that support the preservation of the earth are the youths in the area "Mataraman" East Java, more specifically the high school students in the district of Madiun and Blitar. The existence of Environmental Education in schools makes a significant cause of the

actions of the youth in caring for, maintaining, and preserving the environment. Through the learning that students begin to have an understanding to finally make it happen in a rut they do in the daily routine at school and outside of school. Learning is also known that learning is done in groups (system of "*bandongan*") in the tradition of "*pasantren*" can produce learners who are skilled in line with everyday life (Fatchan; Amirudin; and Soekamto, 2015).

The existence of a media peer learning and knowledge transfer which is great for the behavior of young people in environmental conservation. They always feel bored and more enjoyable if the action was carried out simultaneously together. Thus, it can have an impact on the participation of their other friends jointly undertake conservation measures. A joyful mood turned out to promote the establishment of conservation measures. That's because at that time the situation and the conditions they naturally lead them to determine the will to act, the action is to preserve the environment.

The actions of the youth care about the environment was also due to the state of facilities and support infrastructures to conduct environmental conservation activities. The existence of the facilities and infrastructure such as the various competitions on the environment, activities of planting 1000 trees, the race to make and maintain the garden, the garden "green house", a plant nursery, and composting, and the like.

Concern the youths towards environmental sustainability also implies to the objectives of environmental sustainability in the future. Its implementation in the form of learning experienced by the young men when they were studying in high school. Learning experienced directly in everyday life. Because they directly observe and engage directly with real objects, environmental conditions, and the context of life in the vicinity. It is consistent and complementary research found by Cross (1983) based on the results of his research in Iowa and California. He noted that the appreciation of the learning outcomes, the creation of a supportive environment, socio-cultural orientation, and the presence of the living conditions and the local community can bring a positive attitude to the study. To that end, the model, the lesson to be associated with the life skills to learners and involving the family environment (Hamid, 2010)

Activities the youths when applying his experience in the contextual preservation of the environment is as a life problem-solving efforts. Solving the problems of life is not only the present, but also in the future. It was shown that their actions are not only oriented past and present (motives cause), but also motives "in order" goal-oriented in the future (in order to motives). In other words, the results of this research not only offers a solution today, but also offers solutions in the future. Such findings are in contrast to previous studies which tend to simply explain the relationship between the social fact the cause of other social facts. As Geertz findings which noted that "students" as the source of religious ethics is a hard-working individual. Though empirically the effect on individuals between the two social facts are not experiencing the same changes. This means that there is a different effect on each individual in a social community. This shows the "one thing that gives intermediary" between the social facts.

This research found that a fact of social life (the youths) are not directly related to other social facts (action to preserve the environment), but first led to the behavior of each individual of the youth. The behavior of individuals it does not just show up automatically but through a "process" a variety of careful consideration beforehand. The process is based on the interpretive meaning of each individual youth. Individual actions of the youth is not simply because motives were allegedly Schultz, but even more so as a result in order to motives or motive of interest that was allegedly Weber (Fatchan, Mustafa, Soekamto, 2015). Understanding the meaning of the actions of the youth who sought to preserve the environment in a sustainable as an "intermediary" between facts social relations in constellation because motives and motives "of interest". This is what distinguishes these research findings with previous research. The research also found that a change is not just accepted by the youth but were selected and evaluated in consideration (because motives and in order to motives). Where these considerations based on the level of understanding the perpetrator (the youth) to the personal self, norms, ethics, environmental conditions in the vicinity.

The above explanation, this research view that the actions of the youth in efforts to preserve the environment is based on the rational individual alone. Which such action-oriented past, present, and future. Thus, the action was not just orientation in order to motives such as the "*Verstehen*" of Weber (1976), but even more so as an act on the base of such motives because in phenomenology Schultz (1972). In other words, these research findings are not based only on descriptive theory (because motives) oriented the present and the past, but also prescriptive theory (in order to motives) future-oriented.

If the terms of the origin of the causal factors underlying the actions of the youth act environmental preservation. The findings of this research can be classified into two internal factors and external factors. Internal factors are factors that originate from within the youth involved. Some of the internal factors that led to the youth action of environmental conservation among other factors family, peers, and personal attitude early liked to the environment. This finding is consistent with the findings of previous research that noted that individual behavior can be shaped by personal traits that exist in the individual's own (Gerungan, 1988; Taufik, Fatchan, Ruja, 2016). While external factors that cause actions youth environmental preservation, among others, about the school can be used as a medium of learning, their events, activities on the environment, the

environmental education materials, and the availability of infrastructure supporting environmental preservation. These findings reinforce research findings (Walgitto, 1978) who noted that the formation of a person's behavior is influenced by his surroundings and the insight that comes from outside. This includes a variety of traditions and wisdom of local communities concerned (Sumarmi and Amirudin. 2014)

The statement shows that the purpose of their informants action is related to environmental preservation want a clean, comfortable, and beautiful to look at. Cleanliness is indeed the main thing they want. It can be seen that their actions are always clean up around the school on a regular base. Comfort conditions in the school environment desired by high school students, as well as desired by the youth. In turn also affect the behavior of the youth in the neighborhood "beautiful". This was demonstrated when they understand a lesson can be taken quickly when taking advantage of the environment around the school. Such a condition becomes a medium of learning directly or outdoor study (Fatchan, Amirudin, Utaya, 2012; Fatchan, Soekamto, Sumarmi, Utaya, 2016). In the end, the cozy atmosphere around the school can create the youths to be more fun and serious learning.

Implementation of various environmental conservation activities in the school aims to foster students' awareness about the environment. However, he has the ultimate goal that the school wants to be a champion "Adiwiyata". Environmental conservation activities at the school also aims to produce creativity and innovation of learning for students. The surroundings were beautiful, clean, and sustainable will be able to bring new ideas for students and teachers in the school.

Various environmental awareness actions carried out by the youth has a variety of purposes. Interest was like the principle of benefit. This means that the action is to be useful and enjoyable for himself and others. Skills training as "street children" who uses a model of COR in line with the principle of benefit (Fatchan, 2016). Other desired destination youths in environmental conservation activities in the future is the creation of clean environment, comfortable, motivated individuals to preserve the environment, gain experience and new ideas, and knowledge about environmental protection. The next goal, the youths want to take action based on the preservation of the environmental benefits derived from their actions.

V. CONCLUSION

The young men acted conduct environmental conservation caused by internal factors are derived from the internal factors and external factors are derived from the circumstances surrounding the environmental offenders. Motives purpose of youth environmental preservation is that they want to create a clean environment, comfortable, sustainable, fun, awarded, and gain experience and new ideas. Thus, the concern youths act environmental sustainability caused by like plants, like a comfortable environment, can bring in ideas and creativity, like of the nature lovers, the facilities and infrastructure of adequate environment, a process "habitualization" in a person, their educational subjects environment, early on like the preservation of the environment and peer influence. Furthermore, concern youths act aimed at environmental sustainability so that the environment becomes clean, healthy, and convenient. So that the environment is always "beautiful", maintained, reduced pollution, and bring a new experience. In order for the school to be a pleasant environment for learning, being a medium of learning, and became the school "Adiwiyata".

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