

Eco-Literacy Content in Language Learning and its Impact on Students' Pro-Environmental Habit at State Junior High School (SMPN) 4 of Ternate City

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Abstract

One of the efforts to develop ecological literacy skills can be done through formal education. The system owned by formal education, namely schools, is able to induce components that support ecological literacy skills, including knowledge, skills, attitudes and actions. The purpose of this study was to find out what eco-literacy content is in language learning and its impacts on students' pro-environmental habit. This research was conducted at SMP Negeri 4 Kota Ternate. The method used in this research is content analysis on textbooks and students interview to obtain information and practical experience of students. Based on the results of data analysis, in class VII and IX, there is one unit each in the textbook which contains literacy ecology with the respective themes 'Let's Clean Up' and 'Let's Live Healthy' (Let's live a healthy life). For the first theme, the significant impact that is visible and integrated in daily activities at school is that students always maintain cleanliness by sweeping and cleaning before starting lessons, throwing garbage in its place, always cleaning the black-board after use, wearing clean and tidy uniforms when going to school. Interview data also showed that students always helped their parents to clean the house on Sundays, cut thick branches, clean gutters, clean bedrooms, *etc.* The second theme is about maintaining a healthy life, there are some students who bring food from home because it is cleaner and safer, students regularly cut their nails, cut their hair (for boys), bathe with soap, brush their teeth and wear perfume to school. Based on the analysis and interview data above, it can be concluded that students know, understand, and practice the habit of maintaining cleanliness and healthy living practices in daily life at school and at home, meaning that eco-literacy learning has a positive impact on students' understanding of environmental insights both at school and at home.

Keywords: Eco-literacy, literacy culture, pro- environmental habit

1. Introduction

The problem of environmental degradation has become one of the most frequently discussed issues by governments, researchers, and local and international organizations. It has attracted serious attention globally because today's environmental conditions are increasingly alarming. Therefore, the United Nations in the Sustainable Development Goals (SDGs) program has designed various programs to overcome the problems faced by the world community, one of which is environmental problems. However, until now natural damage is still happening everywhere. Anda-las (2018) explains that in recent periods the problem of environmental damage has been in the spotlight of a number of mass media with various disasters that have occurred in Indonesia. In line with this, the Ministry of Home Affairs (2020) explains that the phenomenon of environmental problems that occur in Indonesia is caused by the fact that there are still many people who are less sensitive and care even indifferent to the environment in Indonesia.

This complex environmental problem must of course be addressed wisely so that environmental damage will be reduced. Not only is the government responsible for overcoming these problems but public awareness is needed to be able to preserve the environment (Zulfa et al, 2016). A person's conscious attitude to maintain environmental balance is what is called ecological literacy where a person has the ability to understand and interpreting the environment conditions so as to be able to take appropriate action to improve, maintain, and improve environmental quality (Rahmah, et al., 2019). The same thing was also explained by Kusumaningrum (2018) that ecological literacy is important to grow in Indonesia, considering Indonesia as a megabiodiversity country with high natural environmental potential. Natural resources need to be preserved in order to have sustainable benefits for human life. Lack of human awareness about the importance of protecting and preserving the environment is a factor that causes environmental quality to decline.

In line with this, the phenomenon of environmental problems that occur in Indonesia is caused by the fact that there are still many people who are less sensitive and care even indifferent to the environment in Indonesia. One of the efforts to develop ecological literacy skills can be done through formal education. The system owned by formal education, namely schools, is able to induce components that support ecological literacy skills, including knowledge, skills, attitudes and actions. The role of environmental education in schools can raise awareness and responsibility for the environment. Efforts can be made to develop environmental literacy through learning in schools by integrating aspects of environmental literacy in textbooks. Text-books play an important role in instilling an attitude of care and love for the environment. Textbooks that provide space for the values of caring and loving the environment will help students in their efforts to form the character of caring for the environment.

In Ternate city, the strengthening of environmental awareness character continues to be promoted both in learning and outside of learning. One of the schools in Ternate City that implements environmental awareness character education is State Junior high school of 4 Ternate City. Based on preliminary studies that have been conducted, in learning, especially language and literature learning, teachers use teaching materials/textbooks that contain ecological literacy values that are integrated in mastering language and literature competencies. This school has also

implemented the independent learning curriculum initiated by the Minister of Education and Culture Nadiem, to create a space for freedom of exploration in the implementation of learning. This breakthrough is a bridge to intensify public awareness of the environment through environment-based education. Therefore, this research will study the content of ecological literacy in language and literature learning and its impact on the character of students' literacy culture with an environmental perspective.

2. Method

The method used in this research is a qualitative method with content analysis techniques. Qualitative research requires analytical acumen, objectivity, systematic, and systemic to obtain accuracy in interpreting data. Through this method, researchers observe, analyse, and describe data in a qualitative descriptive manner in accordance with the research objectives. Creswell (2017) asserts that qualitative research is research that explores a case in depth, collecting complete information using various data collection procedures, this case can be an event, activity, process, and program. Researcher analysed the facts in the textbook documents used in language and literature learning at school. In addition, researchers used to browse techniques to find relevant data. Interviews were also conducted with two teachers and ten students to obtain direct information related to the daily practice of environmental care both at school and at home. This research involved one State of Junior High School of 4, Ternate city, one of the schools that implemented environmental awareness character education. Language and literature textbooks, students of grade VII and IX became the subject of data collection in this research. The data were analysed through data reduction, data display, and conclusion drawing/verification.

3. Findings and Discussion

The conclusion based on observations in the form of document analysis and student interviews on June 15 and 20, 2023, there are English and Indonesian language and literature textbooks available for grades VII, VIII and IX at the school. However, the subject of analysis is class VIII and class IX books. The books will be taken and used by students during scheduled language lessons in both English and Indonesian. The textbooks are stored in the school curriculum room which can be accessed at any time during school hours and must be authorized by the duty teacher. From the Indonesian and English language and literature textbooks, there are several themes and sub-themes that contain ecological literacy such as maintaining cleanliness, caring for the environment and efforts to preserve the natural environment. In the 8th grade English textbook, in unit 3. The theme 'Home Sweet home' has a sub-theme with the title 'Let's Clean Up' which means let's clean up. In the discussion, there is a reading text that tells the cleaning activities of a family every day with their respective duties. There is a worksheet that must be completed by students after reading the reading text.

b. Read the text about house chores. See the **Wordbox**.

Let's Clean Up!

The Rahmansyahs work together to keep the house clean. In the morning, everyone in the family makes the bed. Every day, Sintia sweeps and mops the floor and Galang takes out the trash. Each of them take turns to wash the dishes every night.

Ibu Posma cooks everyday. While she cooks, Ara usually plays with her toys. When she finishes playing, she puts away the toys. Pak Rahmansyah does the laundry every other day. He cleans the windows and the furniture every Saturday.

The Rahmansyahs are busy every day.

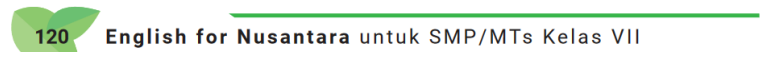


Figure 1 Reading text of cleaning activity

Chores	On Dirty	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Make the bed	✓	✓	✓	✓	✓	✓	✓	✓
Sweep and mop the floor								
Take out the trash								
Wash the dishes								
Cook								
Put away the toys								
Do the Laundry								
Clean The Windows								
Clean The Furniture								

Worksheet 3.14

Figure 2 Worksheet of cleaning activity

In the 8th grade Indonesian textbook, Unit 2, the theme is 'Creative ideas in advertisements, posters and slogans'. Sub-theme 'Making advertisements, posters and slogans'. At first glance, the theme and sub-theme do not contain the value of cleanliness, but in making slogans, advertisements and posters there are calls to care for the environment. Like some examples of the following pictures.



Figure 3 To maintain cleanliness and the natural environment

In the English textbook for grade IX, in unit 2, the theme related to hygiene and environmental care is 'Let's Live a Healthy Life'. The sub-theme explains how students maintain

personal hygiene, home environment and healthy food. Students are asked to give opinions on how and what they should do to maintain their health to avoid getting sick.



Figure 4 Efforts to maintain personal and environmental health and hygiene

For the grade IX Indonesian textbook, in unit 7, the identified environmental awareness theme is 'Love Nature', in the sub-theme, students are asked to listen to and read a speech entitled 'Lestarikan Bumiku'. The content of the speech echoes the cessation of illegal logging of forests which results in natural disasters such as erosion, floods, etc. Students are asked to listen and give opinions regarding the content of the message from the speech.

Berapa ribu meter kubik kayu telah merekajarah. Sementara setelah itu mereka tinggalkan lahan yang sudah sedemikian kritis yang sangat membahayakan saudara-saudara kita yang lain dengan kemungkinan bencana banjir yang siap mengancam setiap saat.

Saudara-saudaraku

Sadarlah, sadarlah, bahwa lingkungan ini merupakan sebuah sistem yang saling terkait antara yang satu dengan yang lain. Jika salah satu bagiannya kita rusak maka bagian yang lain juga akan merasakan akibatnya.

Maka dari itu, sudahilah kegiatan merusak hutan, penebangan liar dan pembabatan hutan yang hanya

Figure 5 Speech Text

From the content analysis on printed books of language and literature both in English and Indonesian for the first level of state Junior High School / MTs class VIII and IX, themes and subthemes can be found that contain eco-literacy or environmental literacy whose purpose is to provide students with an understanding of caring for the surrounding environment by maintaining, caring for and preserving natural resources and the surrounding environment both at school, at home or in the community and the surrounding nature so that it is well preserved. Through reading, assignments, and exercises in each subtheme, students gain an understanding and experience of caring for the environment starting from the classroom, school and home environment.

The impact of ecological literacy content in language and literature learning on students' environmental literacy culture are 1) for the theme 'Let's Clean Up', 'Creative ideas for making advertisements, slogans and posters' and 'Love Nature Speech' the significant impact that is seen

and integrated in daily activities at school is that students always maintain cleanliness by sweeping and cleaning up before starting learning, throwing garbage in its place, always cleaning the blackboard after use. At school also every Friday before the lesson starts, teachers and students do community service together in the school environment. The interview data also shows that students always help their parents to clean the house on Sundays, cut lush branches, clean the gutters, clean the bedrooms, students also work together with the community to do community service at houses of worship or at the village head's office when there are certain moments, etc.

2) The theme of 'Let's Live a Healthy Life' teaches how students should maintain personal hygiene, eat healthy and nutritious food and get enough rest so that the body condition remains good stamina. From student interview data, there are some students who bring food from home because it is cleaner and more secure, students routinely cut their nails, cut their hair (for boys), bathe using soap, brush their teeth and wear fragrances when going to school. Students use clean and neat uniforms when going to school. There are also students who take naps and do not stay up late at night. Based on the analysis and interview data above, it can be concluded that students understand, comprehend, and practice the habit of maintaining cleanliness and healthy living practices in their daily lives at school and at home, meaning that learning with eco-literacy content has a positive impact on the understanding of insight and students' environmental awareness both at school and at home.

Environmental literacy, also known as ecological literacy, is a person's understanding of everything related to the environment including knowing environmental problems, providing solutions and overcoming them (Utami, 2019). Ecological literacy, in other words, is knowledge that is important for understanding socialization and caring attitudes. Furthermore, ecological literacy implies an understanding of how humans and society relate to each other and to nature, and how humans carry out sustainability education to encourage an understanding of the environment to students in a specific way in the form of knowledge and beliefs. Understanding of information will be obtained from the process of reading and understanding the content of reading obtained from an existing reading source. The more you read, the more information you get. In other words, the more reading, the more understanding of data needed in society so that a person is said to be literate when he understands what he reads. Endraswara (2016) states that literacy culture needs to be instilled in children from an early age so that they recognize reading material and master the world of writing.

The content of eco-literacy or environmental literacy contained in language and literature textbooks both in Indonesian and English at the junior high school / middle school level is an effort by educators and the government to provide environmental education to students through four language skills namely reading, writing, listening and speaking literacy which is reflected in the learning process in the classroom. Through the theme of Let's clean up, students do direct practice of cleaning activities in the classroom. Sweeping the classroom floor, tidying tables and chairs, cleaning the blackboard, throwing garbage in its place, not crossing out/writing on the classroom walls. When students finish the morning assembly, the teacher always reminds and tells them to pick up dry branches that fall or other garbage found when returning to class. This activity is carried out every day during the school process. Not only at school, students practice cleaning activities to help parents at home. Sweeping the yard, making beds, washing dishes, etc. The habit of caring for keeping the school and classroom environment clean and tidy is part of

the values of love for nature and the environment, students are guided to have ecological intelligence, which makes children able to place themselves as control over their environment.

Themes Creative ideas in making advertisements, slogans and posters that voice or invite people to throw garbage in its place, reduce pollution, let's save the earth, protect our forests, protect Indonesia's seas and Speech Theme on *Lestarian Bumiku* that keeps the forest from being cut down wildly and continuously without replanting. Students gain valuable knowledge about ecological literacy that includes three aspects, have some understanding of the environment and begin to have an interest in issues of environmental damage and participation to solve them. Able to use their concepts and understanding to strategize in solving environmental problems. Having a comprehensive understanding based on knowledge of the environment and concern to help solve environmental problems (Rusmawan, 2017). In practice, students are involved in joint community service activities both at school and at home. Students also carry out a creative activity by utilizing recycled materials into interesting handicrafts and the results are placed in classrooms and offices.

The theme, Let's Live a Healthy Life, provides information to students on how to maintain personal and environmental health and hygiene to avoid getting sick easily. To keep the body healthy and fit every day, food intake must be nutritious and clean. Eat fresh vegetables and fruits, fish etc., and get enough rest. Avoid excessive instant food because it contains many preservatives that can damage health if consumed continuously. The cleanliness of the school and home environment must also be considered, such as the presence of cans or containers containing rainwater that can serve as mosquito nests and diligently draining the bathtub. Students in their daily practice, they do not skip breakfast, although there are some who cannot have breakfast due to indigestion. Some students bring food with several considerations, first, the time after school is sometimes past the meal time, some cannot stand hunger because of Maag, there is also because bringing food is healthier than snacking outside. From the practices that have been carried out by students related to maintaining personal hygiene, maintaining environmental cleanliness and caring about environmental issues and efforts to preserve them, it can be concluded that the content of ecological literacy in language and literature learning contained in class VIII and IX textbooks has a positive impact and influence on students' understanding of insights and abilities in applying environmental literacy culture starting from habituation at school, home and society.

The positive impact is in line with Endraswara, (2016) who said that improving ecological literacy skills can be improved through increasing the cognitive, affective, and psychomotor dimensions of students from an early age. Environmental literacy has three aspects, namely knowledge, attitude, and skills (Ilhami, 2019). Other significant impacts that contribute to the goals of environmental education are:

- (1) awareness, students are increasingly sensitive and concerned about the environmental conditions of schools, homes and communities.
- (2) knowledge, students have understanding and direct experience of environmental issues;
- (3) attitude, students become responsible, caring and motivated to actively participate in improving environmental protection;
- (4) skills, students are able to identify and skilfully process recycled materials to produce attractive home products.

(5) participation, not only at school, students consciously help the community in the surrounding environment carry out joint work, mutual cooperation which is a form of advancing the movement on environmental issues.

4. Conclusion

From the environmental literacy content contained in the English and Indonesian language and literature books for classes VIII and IX, it can be concluded that the aspects of language learning that include linguistics, psychology and pedagogics (education science) are integrated in the ultimate goal of language learning. Reading texts can provide learners with an understanding of the function of language, both oral and written. Information, knowledge and environmental insights available in reading textbooks have a positive impact on students' attitudes, skills and experiences in responding to and caring about environmental issues that occur starting from the classroom, school environment, home and community.

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