

Relationship between Environmental Knowledge and Self Efficacy with Responsibility Environment Behavior**Asrar Habibie***

Training and Education Agency, Gorontalo Province, Indonesia

Corresponding authorAsrar Habibie***Article History***Received: 08.04.2018**Accepted: 19.04.2018**Published: 30.04.2018***DOI:**

10.21276/sb.2018.4.4.7



Abstract: The study is aimed at determining the relationship between environment knowledge and self-efficacy with responsibility environment behavior in the city of Gorontalo. The method used in this research is a survey with correlational techniques. This method describes the phenomena on the relationship between variables. This study consists of two independent variables, namely knowledge of the environment (X1) and self efficacy (X2) and one dependent variable that is responsibility environment behavior (Y). The result of the research is the relationship between knowledge of the environment with responsibility environment behavior. There is a relationship between self-efficacy with responsibility environment behavior. There is a relationship between environment knowledge and self-efficacy simultaneously with responsibility environment behavior. Based on the results of the research it can be concluded that responsibility environment behavior is depend on knowledge of the environment and self-efficacy both partial and simultaneous.

Keywords: Environmental, Knowledge, Self Efficacy, Responsibility, Behavior.

INTRODUCTION

The relationship between humans and their environment becomes an important part of human culture that contains certain values. Environmental management is also part of human culture [1].

Harmony is a key element in our culture, living in harmony with the natural world, with our fellow human beings, and with God Almighty, who is always taught to us. in order to manifest an environment that has the carrying capacity and quality that can support the present life and for future generations [2]. To achieve this expectation, it is necessary to do environmental protection and management as mandated in the Law of the Republic of Indonesia No.32 of 2009 stated that the protection and management of the environment is a systematic and integrated effort undertaken to preserve the function of the environment and prevent the occurrence pollution and / or environmental damage including planning, utilization, control, maintenance, supervision and law enforcement.

The city of Gorontalo is part of Indonesia territory with the vision of "Beautiful Ocean" (Culture, Religion, Harmony, Self, Justice and environmentally friendly) even though it has twice received the Adipura trophies as the cleanest city category award, but not apart from similar problems, visible at certain corners of the city still visible piles of garbage that is not neglected, causing a blockage in the water ditches that cause flooding if the rainy season, as reported by Malut post, floods that occurred in May 2016 ago. In addition, marine pollution by people who live in coastal areas

that throw garbage into the sea, and many other problems that cause harm to the community itself. This proves that although with such a good vision, which implicitly calls for an environmentally responsible behavior, it has not been fully applied by the community either in the family environment, in the education environment or in the work environment [3-5].

Based on the description of the above problems that attract researchers to uncover responsible behavior towards the environment in the city of Gorontalo viewed from aspects of knowledge about the environment and self efficacy. The link between human behavior and environmental responsibility, Myers says that responsibility is about the norm of social reciprocity that is reminiscent of the principle of balance between giving and receiving in social relationships. The act of helping someone will depend on their own circumstances or circumstances. In the theory of social responsibility, it is stated that the desire to help may be preceded by a sense of responsibility [6, 7].

Knowledge is defined as a specific memory and general memory of various methods and processes or recollections of patterns, structures or circumstances.

Aspects of knowledge are classified in three groups, namely: knowledge of the things that are specific include terms and facts; knowledge of how to deal with specific issues such as customs, classification trends, categories, methods; knowledge of the universal rules includes: principles, theories and criteria. Furthermore, six categories of hierarchically sequenced knowledge processes are memory, understanding, application, analysis, synthesis, and evaluation.

In human life, knowledge is a very important thing, because knowledge is the source of answers to the questions that arise in life [8]. Conant further states that knowledge as a set of principles, theorems and theories are interconnected with a lot of regular information. Knowledge is part of belief in an object, can also be said that the belief in an object is part of knowledge, although basically they are different. Knowledge provides assurance, certainty and justifies something of the belief in the object [9].

Changes in behavior, in Bandura's key system are changes in efficacy expectations (self efficacy) [10, 11]. Self-efficacy or self-belief can be acquired, altered, enhanced or derived through one combination of four sources, namely: the experience of achievement of performance (achievement accomplishment), is an achievement that has been achieved in the past;

vicarious experience is obtained through the social model. Efficacy will increase when observing the success of others, the opposite will decrease when observing people who have abilities that are roughly the same as the self fails, If the observed figure is different from the self of the observer, the influence of the vicarious is not great; social persuasiveness, self efficacy can also be obtained, strengthened or attenuated through social persuasion. The impact of this source is limited, but on the right conditions persuasion from others can affect self efficacy, emotional / physiological states, the state of emotion that follows a situation, will affect the efficacy in the field of activity. Strong emotions, fear, anxiety, stress, can reduce self efficacy. But commonly, an increase in emotion (which is not excessive) can improve self efficacy [12]. The purpose of this research is to know about environmentally responsible behavior in review from environmental knowledge aspect and self efficacy in Gorontalo city community.

METHODS

The method used in this research is survey method with correlation technique. this method can explain the phenomena of research, namely the relationship between research variables. Schematically the problem constellation in this research can be described as follows:

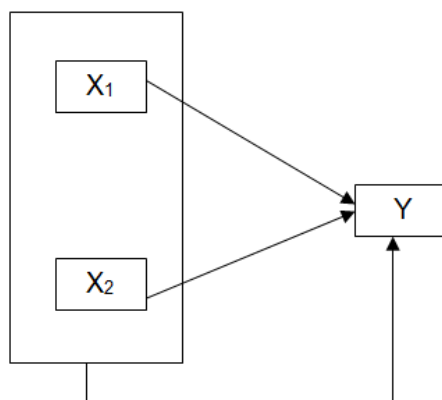


Fig-1: Problem Constellation

Information: X1 = Environmental Knowledge, X2 = Self-efficacy, Y = Behavior Responsible to the Environment

Population is all data that concerns us in a scope and time that we specify [13]. Determination of random samples taken as many as 100 respondents taken from 20% of the population is affordable. The determination of this sample refers to the determination of the sample by Ary Cheser and Rezarich who say that for a descriptive study it is suggested to use samples between 10% - 20% of the affordable population [14].

RESULTS AND DISCUSSIONS

Hypothesis testing is done with the aim to test the correlation between variables also to find out how big correlation between independent variables with

dependent variable, through regression and correlation analysis.

1. There is a positive relationship between knowledge about the environment and environmentally responsible behavior

There is a positive relationship between the knowledge of the environment with the significance test of the regression equation, the price $F_{count} = 81.33 > F_{table} = 6.91$. The result shows H_0 starting at $\alpha = 0,05$. Thus the equation $\hat{Y} = 54.64 + 1.61X_1$ is very significant. For linearity test obtained the price of F_{hitung} is $1.56 < F_{table} = 1.71$. The result shows H_0

accept at $\alpha = 0,05$. Thus the regression equation $\hat{Y} = 54.64 + 1.61X_1$ is linear.

Based on the interpretation of the above test results can be concluded that the first hypothesis testing that states "there is a positive relationship between knowledge about the environment with environmentally responsible behavior" students in grade VIII SMP in the city of Ternate tested.

2. There is a positive relationship between self efficacy (X_2) and environmentally responsible behavior (Y).

Test the significance of the regression equation, the price $F_{count} = 102.14 > F_{table} = 6.91$. The result shows H_0 starting at $\alpha = 0,05$. Thus the equation $\hat{Y} = 0.06 + 0.79X_2$ is very significant. For linearity test obtained the price of F arithmetic is $1.32 < F_{table} = 1.60$. The result shows H_0 accept at $\alpha = 0,05$. Thus the regression equation $\hat{Y} = 0.06 + 0.79X_2$ is linear. Based on the interpretation of the above test results can be concluded that the second hypothesis testing which states there is a positive relationship between self efficacy with responsible behavior toward the environment of students in grade VIII SMP in the city of Ternate tested.

3. There is a positive relationship between knowledge of the environment (X_1) and self-efficacy (X_2) together with environmentally responsible behavior (Y).

Significant test results obtained price F count = $80.84 > F$ table = 4.82 . The result shows H_0 starting at $\alpha = 0,05$ which means regression equation $\hat{Y} = 9,83 + 0,97X_1 + 0,55X_2$ is significant. Based on these results, there is a positive relationship between knowledge of the environment (X_1), and self-efficacy (X_2) together with environmentally responsible behavior (Y). The coefficient of determination of double correlation ($R^2_{y.12}$) of 0.6244 can be interpreted that 62% proportion of environmentally responsible behavior variance (Y) can be explained together by knowledge of environment (X_1) and self-efficacy (X_2).

Based on the interpretation of the above research results it can be argued that the results of testing the first hypothesis can be concluded that there is a positive relationship between knowledge about the environment with responsible behavior towards the environment. The conclusion shows that the higher the knowledge of the environment, the better the responsible behavior towards the environment.

The square of correlation coefficient between the two variables (r^2_{y1}) of 0.4529 can be interpreted that if no self-efficacy control is performed, then the 45% proportion of responsible behavior variance can be explained by the level of environmental knowledge. While the form of relationship between knowledge about environment (X_1) with behavior responsible for

environment (Y) is shown by equation of regression line $\hat{Y} = 54,64 + 1,61X_1$. The equation of the regression line shows its meaningful significance at the 0.05 significance level. The line equation can be interpreted that the change of one unit of behavioral score is responsible for the environment will be followed by the change of environmental knowledge score of 1.61 units in the same direction with the intercept of 54.64 . The correlation between environmental knowledge and environmentally responsible behavior shows its effectiveness, either through product moment correlation or partial correlation. The results of this analysis provide clues that knowledge of the environment is one of the main factors that contribute to environmentally responsible behavior. From the results it can also be interpreted that the increase of knowledge about the environment will provide a meaningful contribution to the responsible behavior towards the environment.

This research has been done carefully by the researchers, but the researchers feel confident that not all ideas and concepts that should exist can be poured, so the researchers acknowledge that this study contains various limitations, that is, this environmentally responsible behavior variable certainly influenced by many factors, both internal and external factors that interact with each other complex. However, due to the limited ability of the researcher, only two variables can be evaluated which contribute to the responsible behavior towards the environment. Then another limitation is the difficulty in controlling other variables, as a result of the nature, methods, types and approaches of research conducted. It is this that allows the emergence of limitations, especially those related to internal validity in terms of the extent to which the results of this study can be received in accordance with the design of research that has been planned.

CONCLUSION

There is a positive relationship between knowledge about the environment and environmentally responsible behavior. The higher the knowledge of the environment the better the behavior is responsible for the environment. There is a positive relationship between self efficacy and environmentally responsible behavior. The higher the self efficacy the better the environmentally responsible behavior. It turns out that the relationship between knowledge of the environment and self efficacy together with the environmentally responsible behavior is also positive. The higher the knowledge of the environment and the self efficacy together, the higher the responsible behavior toward the environment.

REFERENCES

1. Satria, D. (2009). Strategy of eco-tourism development based on local economy in the framework of poverty eradication program in

- Malang Regency area. *Journal of Indonesian Applied Economics*, 3(1), 37-47.
2. Mulyadi, M. (2013). *Method of Planting Islamic Values in the Formation of Religious Behavior of Students in Islamic Elementary School Al-Azhar 28 Solo Baru Sukoharjo*. Doctoral dissertation, Muhammadiyah University of Surakarta.
 3. Landriany, E. (2014). *Implementation of adiwiyata policy in an effort to realize environmental education in SMA Malang*. *Jurnal kebijakan dan pengembangan pendidikan*, 2(1), 82-88.
 4. Syarbini, A. (2014). *Character education model in the family*. Jakarta: Elex Media Komputindo.
 5. Soedarsono, S. (2008). *Rebuilding the Nation*. Jakarta: Elex Media Komputindo.
 6. David M.G. (1993). *Social Psychology*. New York : McGraw-Hill. Inc.
 7. Susanti, L. (2017). *Relationship of Morality and Perception of Economic Status With Student Social Intelligence MAN AEK Natas*. Doctoral dissertation, University of Medan Area.
 8. Suriasumantri, J. S. (2009). *Philosophy of science, a popular introduction*. Jakarta : Pustaka Sinar Harapan.
 9. Conant, J.B. (1995). *What is science? Science and Method*. Jakarta :Yayasan Obor Indonesia.
 10. Wahyudiati, N. P. (2018). *Relationship Between Self-Efficacy Levels With Cheating Behavior In Students At Muhammadiyah University Gresik*. *Psikosains (Jurnal Penelitian dan Pemikiran Psikologi)*, 10(1), 54-86.
 11. Ahriana, A., Yani, A., & Maruf, M. (2017). *Studi Analisis Hubungan Antara Self Efficacy dengan Hasil Belajar Fisika Siswa Kelas XI MIA SMA Negeri 1 Takalar*. *JPF: Jurnal Pendidikan Fisika*, 4(2), 223-238.
 12. Slamet, S. (2014). *Achievement Motivation Training To Improve Self Efficacy And Optimism In Student Activist Organization In UIN Sunan Kalijaga Yogyakarta*. *HISBAH: Jurnal Bimbingan Konseling dan Dakwah Islam*, 11(1), 76-98.
 13. Putrawan, I.M. (1990). *Hypothesis Testing In Social Research*. Jakarta: Rineka Cipta.
 14. Ary, D., Cheser. L., & Rezarich. A. (1979). *Introduction to research in Education*. New York: Holt Rinehart and Wiston.