

BEHAVIORAL CONSUMPTION OF FOOD CONSUMPTION IN ADIWIYATA HIGH SCHOOL STUDENTS IN MOJOKERTO REGENCY

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ABSTRACT

This study aims to examine the behavior of environmentally friendly food consumption in high school students Adiwiyata in Mojokerto Regency. The sub focus of this research is the reasons that underlie students to behave in environmentally friendly food consumption, behavior in environmentally friendly food consumption, environmental education in behaving environmentally friendly food consumption, barriers in behaving in environmentally friendly food consumption. This research method uses qualitative case study type with a multi-case design. The findings of this study are the reasons underlying students in the behavior of environmentally friendly food consumption are health and environmental factors. Consumption of student food such as pentol, meatballs, chicken noodles, spicy food and the wrappers are still using plastic, using pat for eating food at home, using refill mineral water, food free from 5P. Environmental economic education in schools has not been carried out optimally in the behavior of environmentally friendly food consumption. Constraints faced are the absence of regulations in the sale of food at school, lack of awareness, there are no activities that support the creation of consumption behavior of students with environmental insight. The results of this study are health and the environment as a fundamental reason for students to behave in environmentally friendly food consumption, high school students in Kabupaten Mojokerto has not yet behaved optimally with environmentally friendly food consumption, environmental economic education has not been carried out optimally in the behavior of environmentally friendly food consumption of students in schools, food sold in schools is a major factor inhibiting students in behaving environmentally friendly food consumption. The suggestions in this study are for students to have awareness of consumption behavior and responsibility, for principals to be more assertive in implementing regulations on the use of plastics and provide support so that students behave in environmentally friendly food consumption, for researchers to further develop research on food consumption behavior from the perspective of another.

Key words: Behavior Consumption of Environmentally Friendly Food, Adiwiyata

INTRODUCTION

In fostering environmental awareness in the community through formal education, in the form of cooperation between the Ministry of Environment and the National Education Department (Depdiknas). The collaboration is aimed at the school environment where the main target is students. Adiwiyata is a form of cooperation. With the adiwiyata program, it can later protect and manage the school environment through school governance that encourages sustainable development. The application of the adiwiyata program is contained in the vision and mission.

The program was compiled based on the guidelines for the development of the adiwiyata program, which changed after the 2005 update, Environmental Regulation No. 2 of 2009, until the adiwiyata guidelines that have been adapted to current needs, namely the Environmental Ministerial Regulation No.5 of 2013 concerning guidelines for the implementation of the adiwiyata program. In the latest regulation, there are criteria and guidelines for the implementation of the adiwiyata program to be applied in all schools at all levels of education. Components of the adiwiyata program criteria in the candy include environmentally sound policies, implementation of an environment-based curriculum, participatory environment-based environmental activities, and the adoption of environmentally friendly supporting recommendations (Ministry of Environment, 2013).

Purchasing environmentally friendly products cannot be separated from a consumer's knowledge of the environment and knowledge of organic products (Gostchi et al. 2010; Saleki, Sededsaleki, Rahmini, 2012). In an organic food product synonymous with healthy food and not mixed with synthetic ingredients such as pesticides and fertilizers which are harmful to health because they are friendly, friendly to the environment, and motivating to live healthier again is one of the goals of consuming products that are friendly to the environment.

In schools the role of the teacher replaces parents who provide learning about consumption behavior. Giving learning here through the example of green consumption which provides environmentally friendly products, buy food that is free from flavoring, coloring, preservatives, sweeteners, thickeners. Basically, student age is a growth age that requires adequate nutrition to maintain the body's immune system to stay fit and to improve the quality of the brain. In addition to adequate nutrition, of course the food must be clean from viruses, bacteria and germs that can poison the body. Not escape from it all that must be considered food that is protected from addictive substances.

Consumption behavior that is environmentally friendly can be defined as a pattern that is formed in a person to behave economically (choosing and using goods or services) by paying attention to economic morality that considers the importance of sustainable living and respect for the environment. Behavior that is shown by producing decisions that pay attention to the environment and care for the surrounding environment. The behavior is formed by creating a habitual activity and environmentally friendly activities in the form of stimulus from objects around an individual. Consumption behavior that is environmentally friendly is the purchase of environmentally friendly products in order to satisfy the needs that are oriented to the maintenance of environmental sustainability.

Based on the initial observation in high school that holds the title adiwiyata in the district of Mojokerto. The problem that researchers know about the habit of caring for the environment which is a culture of daily life in the school community is

very difficult, this was stated by Mr. Agus Irawan, one of the administrators of the adiwiyata program at SMA Negeri 1 Kutorejo. Based on preliminary observations not in line with research conducted at Atmojo 2016 that with the title of adiwiyata school, each student and teacher as well as all school components will be encouraged to develop themselves in behaviors that reflect attention to the environment. From the school side, it will be demanded to create policies that can support the realization of environmentally friendly schools.

There has been a lot of research on adiwiyata schools, viewed from a variety of perspectives. The role of school residents in implementing environmental education in adiwiyata schools, implementation through local content and direct practice, and the direct role of each school member. (Rofiah, 2016). Other research when viewed from natural science that (Darning, et al 2016) mentions the implementation of four aspects of the adiwiyata program's role in creating situations and conditions that support the development of an environmentally conscious character. Other research, such as the adiwiyata school management, which describes the characteristics of participant-based policies, curriculum and activities. (Fortunately, 2012). Through the adiwiyata program, it is able to create economic behavior such as patterns of decision making, patterns of activities to spend money and lifestyles of school residents (Nurlaili, 2016), and many other researches related to this.

However, this study distinguishes from previous studies seen from the point of view of the existing problems because in this study not only consumption behavior of food but also all consumption behavior carried out by school residents. Based on the explanation above, the researcher will write a study entitled "Consumption Behavior with Environmental Insights in Adiwiyata High School Students in Mojokerto Regency"

METHOD

This study uses a qualitative approach with the type of study studies, the form of multicastic design, where there are 3 high schools that do not have adiwiyata, senior high schools that have been recruited and private high schools that do not have adiwiyata namely SMAN 1 Pacet, SMAN 1 Kutorejo and MBI Amanatul Ummah. The selection of research sites in Mojokerto Regency, East Java Province, Indonesia is because it is in accordance with the cooperation program between the Minister of Environment and the Ministry of Education and Culture in order to improve the quality of the environment through formal education. This research was carried out in January to March 2020. The subjects of this study were students, who later became a triangulation were teachers, canteen guards, kopsis and kwu. Determination of research subjects by purposive sampling technique. Interview, observation and documentation data collection techniques. The data validity technique uses triangulation of sources and methods.

RESULTS AND DISCUSSION

A. Health and the Environment are the Main Reasons That Underlie Students Behaving Environmental Consumption of Food Consumption.

Health and the environment are the main reasons that underlie students to behave environmentally friendly food consumption. Students maintain their diets, avoiding foods containing chemicals that are harmful to the body. Good chemicals are obtained from the negative effects of the use of plastic, sterofomes, there are also chemicals mixed in artificial dyes, flavorings, preservatives and others. Coloring the sauce can interfere with health for consumers. Sometimes students who consume meatballs prefer not to add sauce, due to maintaining their health. There are those who have gastric ailments, some after eating stomachache sauce, therefore health makes the reason they are careful in consuming food.

The environment becomes the next factor for students in consuming environmentally friendly foods by taking into account the impact of waste generated by these foods. This is supported by theories from Honkanen, Verplanker, and Olsen who say that personal values in which a person's ethical motives are formed include three main dimensions, one of which is Ecological motives, which reflects a strong perspective on caring for animal rights in relation to care. on the environment. Caring for the environment is shown by the attitude of those who throw garbage in its place. This environmental factor is in line with M.F Shellyana Junaedi's 2005 study that the attitude of environmental awareness has a significant effect on the level of consumer involvement in choosing products that consumers do. Consumers who are environmentally conscious believe that the current environmental conditions show a serious problem faced by all people in all parts of the world.

B. High School Students of Mojokerto Regency Have Not Maximum Behavior in Consumption of Environmentally Friendly Food.

Student's food consumption behavior is healthy, but still in plastic wrap. The food they consume is usually with certain considerations. This is in accordance with the theory said by Armindo do paco and Mario Raposo, environmentally friendly consumer behavior is the tendency of consumers to be careful when shopping. Students consider the health aspect, for example, choosing food products from factories that are hygienic in the process, bread, food supplies from home and food sold in the school area both in the canteen, kopsis and kwu are harmless, buy meatballs without sauce and chili sauce because sensitive to sauce and sambal, usually students who have gastric disease or ulcer, eat food that has been provided by the school. This is because the management has trusted the cook and has ensured the health and cleanliness of the food. So students who are careful about consumption are considered in terms of health and hygiene.

Food sold in schools all wrapped in plastic, mica and oil paper. The large number of students directly causes the amount of waste generated from food. Waste that is produced from the food is burned and some is collected in the countener. For those who are burned this causes air pollution in the school area, because the burning is done in schools. Burning two to three times a week and it is done in the afternoon after students come home from school. Indeed, indirectly students do not receive pollution resulting from burning garbage, but still basically causes air pollution. In addition to air pollution, pollution is also occurring in the rice fields around the final disposal site at SMA Negeri 1 Pacet. When it has not been burned and rainy season, if it experiences a flood the trash is directly washed away into the fields. This does not yet reflect the behavior of environmentally friendly food consumption because it contradicts the theory stated by Armindo do paco and Mario Raposo. Environmentally friendly consumer behavior is buying products that do not cause pollution, and product packaging that does not cause harm to the

environment. Furthermore, for SMA 1 Kutorejo and MBI Amanatul Ummah there is garbage collected in the container that causes air pollution in the area 15 meters from the countener especially during the rainy season, because food waste is mixed with rain water. Waste collected in the countener will be transported by the living department, for the transport period depends on the full amount of garbage collected.

According to Arminda do paco and Mario Raposo (2008: 37) consumer behavior that is environmentally friendly is the tendency of consumers to be careful when shopping, and buy products that are more energy efficient, which do not cause pollution, are environmentally friendly, recycle, and biodegradable products, and product packaging that does not cause harm to the environment. Consumption of environmentally friendly foods can be done with one of the activities to reduce the use of plastic, apply 3R (Almendah, 2014). If seen from the theory it should behave in the consumption of environmentally friendly food on students by reducing the use of plastic. In fact, in the three research sites, both SMA Negeri 1 Pacet, SMA Negeri 1 Kutorejo and MBI Amanatul Ummah, the food sold is all still in plastic wrap. This does not yet reflect that students of SMA Negeri 1 Pacet behave environmentally friendly food consumption in terms of reducing the use of plastic. But specifically for the MBI Amanatul ummah the reduction in the use of plastic has been done, initially the packaging for eating together both day and night using oil paper, after there was an appeal and attention to the environment. The school forbids using oil paper to eat together, transferred to a tray, where one tray can be used by 9-12 students. This reflects that the MBI Amanatul Ummah students behave in environmentally friendly food consumption in terms of reducing the use of plastic.

Almendah said the consumption of environmentally friendly foods can be done by applying 3R (Reuse, Reduce and Recycle). Reuse or reuse, in behaving environmentally friendly food consumption can be seen from the indicators one of which is applying reuse (reuse). Activities to reuse materials or materials that are still suitable for use. In the SMAN 1 Pacet students and the State Senior High School 1 Kutorejo students have implemented this, seen from the use of eating pat as food packaging to school. Nearly 90% of students who supply food to school use food pat, by using food pat can be used many times. But there are also those who use oil paper as food wrappers. The students' reason for using tepak is because it can be used again, whereas if paper oil is practical but disposable, it is impossible to use it again. In contrast to the three MBI Amanatul Ummah there they did not have food from the hut but rather a tool for eating together using trays, which could be reused.

Reduce or reduce, in behaving environmentally friendly food consumption can be seen from the indicators one of which is to apply reduce or reduce. Activities to reduce usage or behavior patterns that can reduce waste products and not to consume excessive. In conclusion, students are able to implement reduce by providing refill gallons in class and providing filtered drinking water tap from a spring. At SMAN 1 Pacet and SMAN 1 Kutorejo by supplying drinks from home, but when the supplies are finished, especially during the second break they consume drinks that are sold in the cafeteria, kopsis or even. Usually they buy pop ice drinks, juice, and also bottled mineral water. Should not consume excessive drinks, provide gallons in each class, so as not to cause garbage from the drink. Provision of gallons that are still active in the teacher's room, there are also classes that provide gallons by buying refills using class cash, but not all classes have gallons. In SMA Negeri 1 Pacet, there is a gallon because of the initiative of the students. In SMA 1, the horror of Kutorejo has indeed been facilitated by the school, but the responsibility of students to maintain the facilities is less gallon, only a few classes are available. At the MBI Amanatul Ummah the attitude of reducing drinking water consumption is reflected by the way the school has provided 2 filtered tap water that is ready to drink, available in the male and female santri section. The faucet is already from the source. Because basically the Amanatul Ummah foundation has a factory making bottled mineral water. So students just bring a drink bottle as a place.

Recycling or recycling, in behaving environmentally friendly food consumption can be seen from the indicators one of which is implementing recycle or recycling. Recycling or recycling activities, in principle, this activity utilizes used goods by processing the material to be used further. In the research findings, recycling is only done by SMA Negeri 1 Kutorejo and MBI Amanatul Ummah. This activity was applied during the workshop lessons. So students take advantage of food waste, such as scank bottles that are used for crafts. Whereas in SMA 1 Pacet, recycling is still in the planning stage.

The behavior of environmentally friendly food consumption can be seen from the indicators One of them is that food must be free of 5P. Food sold at school is free of 5P, but this certainty does not believe the truth for the sauce used for chicken noodles or meatballs. Meanwhile for students' favorite food, meatball balls, noodles, chicken, fried foods and spicy foods such as stick noodles and macronies. For foods such as stick noodles and macronies can not make pain constantly.

C. Environmental Economics Education Has Not Been Performed To The Maximum In Behavior Consumption Of Insightful Food In The Environment Of Students In Schools.

Environmental economic education in the behavior of environmentally friendly food consumption in schools, can be seen from several indicators. According to Nasikh (1) the existence of environmental economic education is shown in school policy, (2) self-improvement subscriptions are made directly from the school's awareness through the principal, teachers and employees of environmental economic education activities, (3) the school empowers individuals to carry out projects environmental economic education projects carried out by individuals themselves, (4) learning resources related to environmental economic education.

School policy in environmental economic education by the regulation of food sold. On the research findings the existing regulations are in the form of oral and written regulations. At SMA Negeri 1 Pacet and MBI Amanatul Ummah have not provided written regulations regarding the sale of food at the school, but verbally urged the sellers to sell food that is not harmful and maintain cleanliness. In addition, the school also prohibits salespeople from entering the school or around the school area. Students are only allowed to buy food that is available at school. For food criteria there are no regulations issued by the school. Written rules exist in Kutorejo Public High School 1 which is prohibited from using plastic and free of 5P, in addition there is also a contract agreement that contains to provide assistance regarding the sale of foods that are environmentally sound, conduct assistance and provide insight into 5R activities (Reduce, Reuse, Recycle, Repaie, Resale) and all canteens related to the environment.

Subscription for self-improvement is done directly from the school's awareness through the principal, teachers and employees of environmental economic education activities. In this case seen from giving moral messages or suggestions from the school principal, teacher, and employee. On the research findings that teachers of all subjects participate in giving moral

messages on the sidelines of the lesson, Pak kyai dawuh after the congregational prayer takes place about environmentally friendly food. Many things are conveyed from minimizing the use of plastics, the dangers of plastic to food, do not consume spicy foods, which endanger health. And while protecting the environment.

The school empowers individuals to undertake environmental economic education projects carried out by the individuals themselves. The findings of the study state that schools provide a changing facility and support. Facilities change gallons, garbage bins, drinking water faucets, costs for programs about food and support in the form of teacher participation in student activities. In addition there are also environmental economic education activities that are aware of the behavior of environmentally conscious food consumption by instructing students to bring healthy supplies 5 perfect when national student day, Healty Food and socialization about healthy food.

Learning resources related to environmental economic education. The research findings do not provide learning resources both books and posters. Posters related to healthy food or foods that are environmentally friendly.

D. Foods That Are Sold In Schools Become A Major Factor Inhibiting Students In The Behavior Of Consumption Of Environmental-Friendly Food Consumption.

Based on the explanation above, the obstacles faced by students in behaving environmentally friendly food consumption are the conditions that exist in schools, the food sold is almost all wrapped in plastic, there are no regulations related to food sold in schools both from wrappers, food criteria and provide insight into 5R activities (Reduce, Reuse, Recycle, Repaie, Resale) and all canteens related to the environment. Lack of support both financially and support from the school for activities that make students aware of behaving towards environmentally friendly food consumption. Environmental economics education which has not been maximally implemented is one of them with student learning resources, causing students to not have environmental awareness of food consumption behavior. This statement is in line with research Rahman Nurdin et al 2016 states that nutritional knowledge has to do with eating behavior in adolescents, where armed with adequate nutritional knowledge can influence adolescents to consume nutritious foods and understand that food is closely related to one's health and development. The lack of clarity in providing sanctions makes the regulation only a formality. The tastes of students who are not accustomed to the consumption of foods that are environmentally sound make canteen sellers violate the rules that have been signed, for the sake of food sold. Lack of a sense of responsibility for students in maintaining the facilities provided by the school. This makes students have not behaved properly food consumption. In this study, State Senior High School 1 Kutorejo who holds the title of national adiwiyata still has obstacles in applying the behavior of environmentally friendly food consumption. develop themselves in behaviors that reflect attention to the environment. From the school side, it will be demanded to create policies that can support the realization of environmentally friendly schools.

CLOSING

Conclusion

Based on the results of research on food consumption behavior of environmentally friendly students in high school students in Mojokerto, it can be concluded as follows (1) health and the environment are the main reasons underlying students behaving in the consumption of environmentally friendly food. (2) Students' food consumption behavior is healthy, but still in plastic wrap. The food they consume is usually in terms of health and hygiene. Food sold in schools all wrapped in plastic, mica and oil paper. The large number of students directly causes the amount of waste generated from food. Waste that is produced from the food is burned and some is collected in the countener. Food sold at schools still uses plastic, but there is an attitude to reduce the use of plastic by eliminating the use of oil paper as a shared dinnerware into trays. The activity of reusing materials or materials that are still suitable for use is reflected by using food containers for food packaging, and trays for eating together, students are able to implement reduce by providing gallons of refills in the classroom and providing tap water filters that have been filtered from Springs. Apply reclye or recycle by utilizing food waste for crafts during craft subjects. The behavior of environmentally friendly food consumption can be seen from the indicators one of which is food must be free of 5P. Food sold at school is free of 5P, but this certainty has not been tested for its validity for the sauce used for chicken noodles and meatballs. As for students' favorite food, meatball balls, noodles, chicken, fried foods and spicy foods such as stick noodles and macronies. For foods such as stick noodles and macronies are not good if consumed continuously can make stomach pain.(3) Policies on environmental economic education in the form of written and oral regulations. In handling self-improvement is done directly from school awareness through the head of the school, teachers and employees of environmental economic education activities, where this is done by giving moral messages from teachers, principals and clerics in order to carry out environmentally friendly food consumption behavior. Environmental education activities that awaken the behavior of environmentally conscious food consumption by bringing supplies 4 healthy 5 perfect on children's day and outreach. There is financial support and support from the school. There are no learning resources related to environmental economic education about food. (4) The obstacles in the three sites have in common where the conditions of the food sold are still wrapped in plastic, environmental economic education about food has not been done to the maximum. But to distinguish obstacles from the three situ namely, the first site there is no regulation related to food sold, lack of support both financially and support. On the second site is the firmness in violating the rules, students who lack responsibility and food tastes of students. The third site is written regulations that do not yet exist.

Suggestion

Based on the results of this study, three suggestions can be addressed as follows. (1) For students to have awareness in behaving towards environmentally friendly food consumption for the sake of health and the environment, have a sense of responsibility in maintaining school facilities in an effort to implement 3R. (2) For principals are expected to provide strict rules on the use of plastic in the sale of food in schools, firmness in regulations so that the creation of insightful food consumption behavior in students. Providing financial support and support in activities related to environmentally friendly food consumption behavior. (3) For further researchers who examine the food consumption behavior of students with environmental insight, it is expected to be able to develop research on food consumption behavior which is viewed from other perspectives than adiwiyata.

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