

A COMPREHENSIVE APPROACH: REVEALS CONSERVATION EDUCATION IN COLLEGE

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Abstract: This research aimed to determine the application of conservation cadre in the Faculty of Economics, State University of Semarang. This research used qualitative descriptive method. Informants consisted of conservation group and 28 students majoring in economic education. Data collection techniques used observation, documentation, interviews and document analysis. Activities in data analysis were data reduction, display data, and conclusion drawing / verification. Data validity applied source and methodological triangulation. The findings of this research showed that the knowledge and understanding of the students about the Rector regulation of the State University of Semarang, Number 22 of 2009 about State University of Semarang as Conservation University and Rector Regulation Number 6 of 2017 about Spirit Conservation showed only 11.11%, other findings showed that students still threw inappropriate garbage, smoking in campus areas, not upholding courtesy culture, the use of motor vehicles within the campus and less cultivate energy efficiency.

Keywords: character, conservation education, ethics, culture

Introduction

The main objective of conservation, according to the "World Conservation Strategy", there are three namely; (a) maintaining essential ecological processes and life-support systems, (b) maintaining genetic diversity, and (c) ensuring sustainable use of species (species) and ecosystems (Irwanto, 2006). According to Handoyo and Tijan (2012), conservation can also be viewed from an economic and ecological perspective. Economic conservation means trying to use natural resources for the present. In terms of ecology, conservation is the utilization of natural resources for now and the future. In a broader context, conservation is not only narrowly defined as maintaining or preserving the natural environment (the notion of physical conservation), but also how cultural values and outcomes are nurtured, upheld, and developed for the perfection of human life. Robbins's (2016) definition of definition, the value contains an element of judgment because it contains the ideas of an individual about what is right, good or desirable.

Conservation pillars consisting of 7 conservation pillars are simplified into 3 conservation pillars, including: (1) Conservation of Values and Character, including: environmental ethics, character values, conservation behavior, cultural conservation and conservation cadre; (2) Conservation of Art and Culture, including: exploring local cultural values and preserving them; (3) Natural Resources and Environment, including: biodiversity and non-biological diversity, green architecture, clean energy, green transportation, waste and paper management. (Puji Hardati, et al, 2016).

Universitas Negeri Semarang as a small part of higher education, assumed the government's noble mission to develop character education for its students through the planting of conservation values (Masruki, 2012). Dwyantari (2005) stated that a good organization in addition to having a good leadership system also has a good regeneration process. In other words regeneration was needed for optimization of the organization. Regeneration process can also be interpreted as regeneration. Pratama (2011) stated that cadres are people of good quality as leaders, who are 'elected' and joined in an elite or core group, who are then educated in a certain way, so as to possess a capacity, spirituality, performance, militancy, confidentiality and surplus over other non-

elected members of the organization. Further Puji Hardati, et al., (2016) explained that there are many ways to develop conservation cadres that can be done at the State University of Semarang. Development of conservation cadres are as follows: students planting; training of conservation cadres; Students' Study Service (KKN) of planting; cultivating togetherness in conservation; college conservation education.

Based on interviews to 10 (ten) students, 80% did not understand the intent of the 7 pillars of conservation. The results of preliminary observations indicated that in specific activities with environmental conservation such as tree planting, a preliminary survey of 25 students showed that only 5% of the students returned to the planting site for evaluation and monitoring, the remaining 95% did not visit the tree planting site. This was in line with research conducted at the Faculty of Social Sciences conducted by Subagyo (2016) explained that only 10% of students who visited back to the location of tree planters. Research data on Eco linguistic studies conducted by Tommi et al. (2014) indicated that the average knowledge on conservation pillars was still below 70.

| Conservation pillars | FIP | FBS | FIS | FMIPA | FT | FIK | FE | FH |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Conservation biodiversity | 63.70 | 63.20 | 69.40 | 66.00 | 64.30 | 63.10 | 59.60 | 73.70 |
| Green architecture and internal transportation system | 64.40 | 62.80 | 68.67 | 65.33 | 61.93 | 63.13 | 47.27 | 75.07 |
| Waste management | 62.93 | 64.13 | 67.60 | 64.00 | 60.53 | 60.53 | 45.20 | 70.13 |
| Paper policy | 64.27 | 62.27 | 68.80 | 62.00 | 60.13 | 60.00 | 53.07 | 74.67 |
| Clean energy | 66.40 | 64.13 | 71.47 | 65.33 | 64.67 | 64.53 | 48.93 | 74.80 |
| Conservation of ethics, art and culture | 66.00 | 66.13 | 70.40 | 62.00 | 63.73 | 61.87 | 63.47 | 72.27 |
| Conservation cadre | 67.60 | 64.70 | 73.70 | 65.50 | 63.70 | 62.20 | 57.90 | 72.50 |
| Average | 65.04 | 63.91 | 70.01 | 64.31 | 62.71 | 62.19 | 53.63 | 73.31 |

Note :

- FIP : Faculty of Science Education
- FBS : Faculty of Language and Literature
- FIS : Faculty of Social Science
- FMIPA : Faculty of Mathematics and Science
- FT : Faculty of Engineering
- FIK : Faculty of Sport Science
- FE : Faculty of Economic
- FH : Faculty of Law

Figure 1. Student's Average Knowledge of Conservation Pillars

Source: Based on the research Tommi Yuniawan, et al, "Kajian Ekolinguistik Sikap Mahasiswa Terhadap Ungkapan Pelestarian Lingkungan Di Universitas Negeri Semarang" (2014).

The table above showed that the Faculty of Economics ranked the last (mean = 53.63). Even the conservation pillars of cadres also occupied the lowest value of 57, 90. It can be analyzed that the conservation cadre in the Faculty of Economics needed to be studied more deeply.

Methodology

Interviews

There were 35 students that we chose at random to be informants. Interview with students related to understanding and knowledge of conservation rules was Rector regulation of State University of Semarang Number 22 of 2009 about State University of Semarang as Conservation University and Rector Regulation Number 6 of 2017 about Conservation Spirit, besides the question that we asked related to conservation cadre ethics, art and culture.

Desk Review

This article focused on the application of conservation pillars that is conservation cadre in the Faculty of Economics, Semarang State University, Indonesia. To understand the conservation cadre, especially in the Faculty of Economics, desk interviews were needed to find out whether conservation cadre programs had been implemented properly through a review of several activity reports and documentation activities in the form of photographs.

Observation

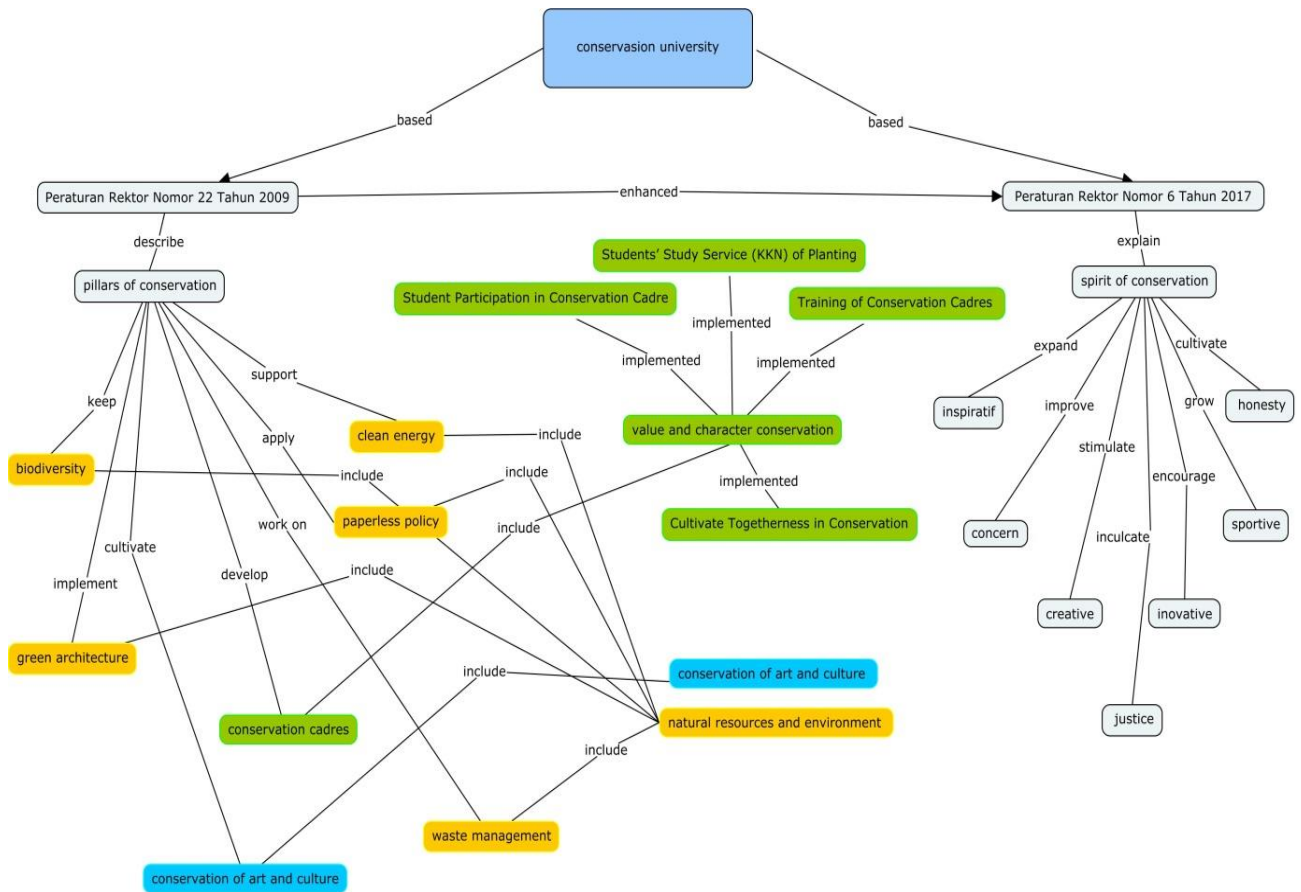
The observation was done by identifying non-verbal symbols that contained conservation culture meaning: symbol of energy efficiency, smoking prohibition, hygiene, and educative symbol related to student ethics

Analysis and validity

Three components of analysis were data reduction, data presentation and conclusion (verification) (Miles and Huberman). Activity was done in an interactive form with the process of flow (cycle), the analysis carried out simultaneously with the data collection process. "This means that analysis was not done after the whole data was accumulated." Testing the validity of data used data triangulation techniques. That was the technique of testing or checking data by comparing data from a source with other sources to compare data.

Discussion

This paper discuss about the implementation and analysis of observation, interview and document analysis. Some things are analyzed such as: 1) Student Participation in Conservation Cadre; 2) Training of Conservation Cadres; 3) Students' Study Service (KKN) of Planting; 4) Cultivate Togetherness in Conservation.



Understanding of student about Rector Regulation Number 22 of 2009 about Conservation University and Rector Regulation Number 7 of 2017 About Conservation Spirit

The results of interviews and the obtained data showed that at the State University of Semarang, especially in the Faculty of Economics, it had been conducted socialization of Rule Regulation Number 22 of 2009 on the University of Conservation. It was not in accordance with what was understood by some university students who did not know about Rule Number 22 of 2009 and then issued Rule Number 6 of 2017 on Conservation Spirit, which was not much known by students. From the questionnaires that researchers distributed to 60 students and then returning were 54 questionnaires about knowledge and understanding of Rector Regulation Number 22 of 2009 showed that 23 students answered “just know”, 25 students answered “do not know” and 6 students answered “never read”. That means students who answered “just know” there were 42.59%, while students who answered “did not know” were 46.29% and students who answered “never read” were 11.11%. So it can be analyzed that there was still many students who did not know the existence of Rule Number 22 of 2009 which this rule has been made and applied for long time.

The observations made by the researchers showed that most of students had reflected the conservation pillars, especially conservation cadre, which was to protect the environment and follow the tree planting which was a compulsory program implemented by the university and also applied in the Faculties, including the Faculty of Economics. Researchers took one example of students who applied the conservation cadre such as throwing litter in place and not stepping on the grass while walking around the campus, but also not a few students who stepped on the grass and even threw litter on the area of campus. Data in the field clearly showed that in essence the rules on conservation universities and about the spirit of conservation had been issued and uploaded in the conservation development agency, namely Rector Regulation Number 22 of 2009 and Rector Regulation Number 7 of 2017, so that there had been guidelines or rules that regulated student behavior in running and supporting UNNES program in applying the University of Conservation.

Student Participation in Conservation Cadre

From the interview result, it can be concluded that almost all students did not return to the tree planting place, so there was no follow-up in the conservation cadre activity especially in the activity of tree planting. Most of the students felt that there was no obligation to post-planting reporting as one reason for students not to return to the planting site. The questionnaires distributed by the researchers to the students also showed the same thing that most of the students in the Faculty of Economics did not monitor or evaluate the location of the planting, so it cannot be known whether the planted trees can grow or not. The data showed that of the 54 students who completed the questionnaires were 35 students who stated that I was carrying out tree planting activities, then 15 students stated that I was carrying out tree planting activities only to abort obligations and 5 students stated that I was very supportive and doing the best I reported and returned to the planting place. From the result, it can be concluded that there were 64,81% of students did not return to the place of planting trees, 27,79% only to abort the obligation and the rest 07.40% to plant, report and return to the location of planting trees.

Training of Conservation Cadres

From the results of interviews, many students who had never followed the conservation cadre activities, due to lack of information and students did not monitor the *bangvasi* website. So when there were activities related to conservation cadre training, they did not know that information. Activities of conservation cadres that had been followed were the activities that included in the course of Conservation Education, which was taught about conservation dance and gymnastics and the exercise of making compost. From the results of observations, there were many students who followed the planting activities, in order to design and manufacture of parks in the Faculty of Economics and even this activity can be said as the cadre of conservation. Faculty of Economics provided facilities and places for students to grow and develop a sense of concern for the environment, participate in maintaining and develop the environment by participating in the arrangement of parks in the Faculty of Economics, but unfortunately many students who did not follow the organization such as student of class of 2016, they had not done tree planting activity until now in semester 3. There were some of students who had planted because they were incorporated in student association of nature lovers, activities conducted in student association of nature lovers were river cleaning activity and other environmental care activities.

Students' Study Service (KKN) of Planting

Information obtained from interviews with informants showed that every KKN student had been required by each Faculty to conduct tree planting activities as a form of support for environmental conservation. The procurement of tree seedlings were mostly obtained from the submission of proposals to Forestry and Environment Agency, then the seeds of plants will be planted with the citizens and also distributed to the villagers. Then there were also planting activities in the acquisition using personal money students by collecting funds from KKN students, then to buy seeds according to the needs of the village and planting together. The tree planting activity itself was a must for students, and the university had also provided funds for KKN activities, especially the planting of trees, but the given capital was not enough to cover all the students' needs in implementing the KKN activities, especially the planting of trees. The document showed that it was true that many students used the method of making activity proposals to cooperate with relevant parties or local agencies to support tree planting activities. The most frequent agencies were the Forestry and Environment Agency, both of which were agencies that focused on environmental development.

Cultivate Togetherness in Conservation

From the interviews, it showed that many university students still did not cultivate togetherness and conservation, because their understanding of conservation was only limited to green plants, many male students who smoked in canteen. As we all understood that smoking was a behavior that did not support conservation

because it polluted the environment, especially air. With cigarette smoke, the air became unhealthy and harmed the perpetrators and the people who were around him. Then the attitude of students who did not throw cigarette butts in the trash. It was very contrary to the values of conservation. Cigarette butts only left a few items, but can be at risk of fire and land contamination. Besides, some students had also reflected the conservation behavior such as; by not stepping on the grass when walking in the garden, turning off the tap water when it is full, turn off the electricity coming from the fan, lights and air conditioner to save energy and reduce global warming.

On the other hand, the results of observation and documentation showed that the behavior of students had basically cultivated values of togetherness and conservation, such as courtesys, upholding ethics and culture. But on the other hand, there were still many students who did not cultivate the savings of water and electricity, although it was clearly written in every bathroom and switch to save water and electricity. Then there are still many students who smoked on campus and threw cigarette butts at random.

Conclusion

Conservation awareness at the Faculty of Economics has been running well, namely conservation conservation point and conservation of conservation education and tree planting points, although in fact not all students do tree planting, at least there are some students who do tree planting in campus area, on campus garden activity. However, for conservation cadre activities, the points of cultivation of togetherness and konservasi are still lacking because of the results of interviews and supported by observation and documentation there are still many students who have not yet conserved the conservation in campus areas, such as the lack of awareness of students to make efficiency, there are still many students who smoke in campus environment.

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