

## Analysis of Environmental Awareness of Tourism Vocational Students in Central Lombok District

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### ABSTRACT

The aim of this study is to analyze the level of environmental awareness of Tourism Vocational School students in Central Lombok Regency. The Central Lombok region has various tourism potentials, both natural and cultural potential. The level of environmental awareness of students greatly determines the implementation of behavior to protect the community's environment in implementing various tourism programs in Central Lombok Regency. One of the Basic Competencies of Applied Science at Tourism Vocational Schools discusses waste handling in the tourism sector. This condition places Tourism Vocational School students as one of the main actors in implementing sustainable tourism. This study was conducted using quantitative descriptive research type. The strategy used in this study is an associative strategy. The research instrument in this study used a modified questionnaire from the Waikato Regional Council research report in 2013 entitled "Environmental Awareness, Attitudes and Actions and New Ecological Paradigm Combined Survey: A survey of residents of the Waikato Region ". The respondent sampling technique used in this study was convenience sampling, by distributing questionnaires to respondents using the Google Form application. 142 respondents completed the environmental awareness questionnaire. The results of the study show that the level of environmental awareness of Tourism Vocational School students in Central Lombok Regency is categorized as low

## **INTRODUCTION**

Along with the concept of sustainability, the concept of environmental issues focuses on the positive impacts of tourism and emphasizes the contribution and importance of sustainable tourism to this development (Budeanu et al., 2016; Üzülmöz et al., 2023). The search for solutions to increasing environmental and urban problems with industrial trials, mechanization and technological development has increased environmental awareness (Pritchard and Zimring, 2020). Concern for the environment is the responsibility of individuals/communities who are part of nature to ensure that current and future generations can live in a healthy, clean and safe environment by obeying and maintaining environmental principles (Lewis, 2018).

Vocational High School (SMK) is an educational institution that aims to equip students with knowledge and skills as life skills. This educational institution is expected to be able to prepare its graduates as workers who are able to compete competently in the world of work (Corrigan and Fensham, 2002). The number of vocational schools in Indonesia currently is 14,459 schools consisting of 3,697 state schools and 10,762 private schools. Meanwhile, there are 2,297 vocational schools with tourism expertise, with 849 state schools and 1,448 private schools.

## **LITERATURE REVIEW**

Lombok is one of the islands in Indonesian waters which has good tourism potential. Its natural beauty is no less good than the natural beauty of the island of Bali. The Central Lombok region has various tourism potentials, both natural potential and cultural potential, including waterfalls, beaches, hills, camping areas, natural beauty, observing flora and fauna. The tourist areas of Central Lombok that have developed are the Kuta tourist area, the Sade tourist area, the Selong Belanak tourist area, the Sukarare tourist area, and the North Batukliang tourist area. The Department of Culture and Tourism also empowers Tourism Awareness Groups around tourist attractions to participate in developing regional tourism (Disbudpar NTB Province, 2015; Muttaqin, 2023).

The Tourism Vocational School curriculum in Indonesia places science as one of the subjects in the Vocational Specialization Content group. Precisely the Basic Subjects of Expertise. Basic Skills Subjects are mandatory subjects that students must take before taking Skills Competency subjects, or in other words, science subjects are the determining subjects in students' success in taking vocational subjects in the future. One of the Basic Competencies of Applied Science at Tourism Vocational Schools discusses waste handling in the tourism sector. This condition places Tourism Vocational School students as one of the main actors in implementing sustainable tourism.

The level of environmental awareness of students greatly determines the implementation of behavior to protect the community's environment in implementing various tourism programs in Central Lombok Regency. Environmental awareness is an effort that involves every citizen in growing and fostering awareness to preserve the environment based on values, namely the values of the environment itself with the philosophy of living peacefully with the natural environment. The basic cause of environmental awareness is

environmental ethics (Paramita and Yasa, 2015, Muttaqin et al., 2022). Environmental awareness is associated with the highest level of participation in environmental issues and the level of sacrifices made to protect the environment ( Üzülmöz et al., 2023 ). Creating environmental awareness among the community, especially students, is the best way because they are future leaders, planners, policy makers and environmental educators (Thapa, 1999; Dasrita et al., 2015).

## **METHODOLOGY**

The study was conducted at 11 (eleven) Tourism Skills Vocational Schools with two expertise programs, namely Hospitality and Tourist Travel Business in Central Lombok Regency, West Nusa Tenggara Province for 8 (eight) weeks from July 3 to August 27 2023. The eleven schools in question are SMKN 1 Praya, SMKN 1 Janapria, SMKN 1 Pujut, SMKN 1 Praya Barat, SMK Anak Bangsa, SMK Al Hadi Tambun, SMKN 1 Batukliang Utara, SMKN 1 Praya Timur, SMKS Islam Madinatunnajah Jowet, SMKS Nura Darma Husada, and SMKS NW Sanggeng.

This study was conducted using quantitative descriptive research type. Descriptive research can be interpreted as a problem solving procedure that is investigated by describing/describing the current situation/object based on visible facts or as they are (Nawawi, 2001). Research is not intended to test certain hypotheses, but symptoms, or conditions and does not require administration or control of a treatment (Arikunto, 1990).

The strategy used in this study is an associative strategy. An associative strategy is a research strategy that aims to determine the influence between two or more variables. The survey research method includes case studies that use questionnaires or planned interviews in data collection (Sugiyono, 2016).

The research instrument in this study uses a modified questionnaire from the *Waikato Regional Council research report* in 2013 entitled "Environmental Awareness, Attitudes and Actions and New Ecological Paradigm Combined Survey: A survey of residents of the Waikato Region " (Waikato Regional Council, 2013). There are 4 (four) indicators of environmental awareness, namely, environmental issues, perceptions of environmental changes, level of attention to environmental issues, and knowledge about environmental issues. In detail, indicators of environmental awareness are presented in table 1 below.

Table 1. Indicators of Environmental Awareness

Indicator	Predictor	Number of questions
Environmental Issues	Satisfaction with environmental conditions	4
	Environmental problems	5
Perceptions of Environmental Change	Changes in surrounding environmental conditions	2
	Changes in water quality in nature (rivers, lakes, seas)	2
	Waste recycling services and facilities	2
	Changes in air quality	1
	Amount of waste	1
Level of Attention to Environmental Issues	Causes of environmental pollution	5
	Efforts of related parties in handling environmental pollution	3
	Natural environmental conditions	1
	Change of land use	3
Knowledge of Environmental Issues	Causes of environmental pollution	1
	Sources of natural water pollution	2
	Understanding of community waste	6

The respondent sampling technique used in this study was convenience sampling, by distributing questionnaires to respondents using the Google Form application. 142 respondents completed the environmental awareness questionnaire.

Table 2. Research Respondents

No.	School	Number of people	Percentage
1.	SMKN 1 Praya	26	18%
2.	SMKN 1 Janapria	12	8%
3.	SMKN 1 Praya Barat	8	6%
4.	SMKN 1 Pujut	12	8%
5.	SMK Anak Bangsa	13	9%
6.	SMK Al Hadi Tambun	14	10%
7.	SMKN 1 Batukliang Utara	15	11%
8.	SMKN 1 Praya Timur	9	6%
9.	SMKS Islam Madinatunnajah Jowet	5	4%
10.	SMKS Nura Darma Husada Sepakat	11	8%
11.	SMKS NW Sanggeng	17	12%
<b>Amount</b>		<b>142</b>	<b>100%</b>

## RESULTS AND DISCUSSION

The study on environmental awareness analysis of Central Lombok Regency Tourism Vocational School students was carried out for eight weeks involving 142 respondents spread across eleven Tourism Skills Vocational Schools with two Skill Competencies, namely Hospitality and Tourist Travel Business. Of the 142 respondents, 68% or 96 respondents were students with the Hospitality Skills Program, while 32% or 46 respondents were students with the Travel Business Skills Program.

### **Environmental Issues**

The environmental issues indicator as the first indicator to measure students' level of environmental awareness contains two predictors, namely students' satisfaction with their environmental conditions and environmental problems found around students. Nine questions were raised by researchers in measuring environmental issue indicators, seven questions required optional answers and two questions required analytical answers from students.

Based on the results of filling out the environmental issue indicator questionnaire, the variations in the answers given by students were not too complex. In response to questions about the environmental conditions around students, 76% said the environmental conditions were good, 21% said they were very good and 3% said they were not good. No response is very unkind and don't know. The reason given for the relatively large percentage regarding the environmental conditions of these students is because the majority of students come from rural areas where the environmental conditions are still beautiful and with lots of trees growing. However, in this case students do not pay too much attention to the management of waste and agricultural waste there.

Students' responses regarding the level of satisfaction with their environmental conditions, 70% said they were satisfied, 20% said they were very satisfied, 8% said they were dissatisfied and 2% said they didn't know. The data shows alignment with the previous question, but some students seem to expect something else from the condition. The reasons given were mostly because they felt comfortable and safe in the environment they live in now.

The type of pollution that is most often found by students in their environment, 60% of students stated that rubbish was the most common type of pollution, 20% said it was air pollution, 11% said it was water pollution, and 9% said there was no environmental pollution around where they live. . An example of pollution that is often conveyed by students is that there are still many people who do not manage their waste properly, or there are still many who throw rubbish carelessly.

Questions about the time of occurrence of environmental pollution discovered by students, 58% of students said they did not know, 22% said since the last 1 year, 9% said more than five years, 6% said the last 3 years, and 5% said the last 5 years . This condition shows confusion or not paying attention to when the pollution in the environment where they live appeared.

Regarding efforts to overcome environmental pollution, 64% of students stated that there had been efforts made, 16% stated that no such efforts had been made, and 20% of students stated that they did not know. Meanwhile, the forms of efforts made to overcome environmental pollution, 33% of students stated that

improving cleaning facilities as an effort to overcome it, 15% stated recycling waste, 12% stated greening, 25% of students stated other efforts, and 14% of students don't know what kind of efforts are being made.

Based on the data above, students do not yet fully understand the environmental conditions in which they live. The inconsistency of the answers given was the main reason the researcher concluded this. Apart from that, the analytical answers given are still based on what they see, without any other information they have researched.

### **Perceptions of Environmental Change**

The next indicator in analyzing students' level of environmental awareness is students' perceptions of environmental changes. This indicator is translated into five predictors, namely changes in surrounding environmental conditions, changes in natural water quality, waste recycling services and facilities, changes in air quality, and the amount of waste. Eight questions were raised by researchers in exploring information about students' perceptions of environmental changes.

Student responses regarding changes in environmental conditions, 73% of students stated that their environmental conditions had changed for the better, 15% stated there had been no change, 4% stated that their environment had become worse from year to year, and 9% stated they did not know. This is in line with students' statements regarding natural water conditions. 46% of students stated that the condition of natural water had become better, 21% stated that there had been no change, 14% stated that the quality of natural water had become worse, and 19% of students did not know about this condition. The reason given by students regarding changes in environmental conditions is because there are efforts made by the community and local government to overcome environmental pollution problems, including natural water problems.

Students' responses regarding the availability of waste recycling facilities, 56% of students stated that there were no such facilities near where they lived, 28% said there were, and 15% said they did not know. Regarding the condition of the facilities, 58% of students said they did not know, 27% of students said the condition was good, and 14% said it was not good.

For changes in air quality, 57% of students said there had been changes in air quality, 21% of students said there had been no changes, and 22% said they didn't know. Meanwhile, regarding the volume of waste, 50% of students stated that there had been no increase in the volume of waste where they lived, 30% stated that there had been an increase, and 20% of students did not know about this.

Students' perceptions of environmental changes are not much different from their responses in viewing environmental issues. Students do not yet understand the changes that occur in the environment around where they live. Students also do not pay much attention to society's attitudes in responding to changes in the environment.

### **Level of Attention to Environmental Issues**

The next indicator in analyzing students' level of environmental awareness is the level of students' attention to environmental issues. This indicator is translated into four predictors, namely the causes of environmental

pollution, the efforts of related parties in handling environmental pollution, the natural conditions of the environment, and land conversion. 12 questions were raised by researchers to gather information about students' level of attention to environmental issues.

The first question in gathering information regarding students' level of attention to environmental issues is about their ability if given authority to deal with environmental pollution. 81% of students said they were able to accept this authority, 6% of students felt they were not able to, and 13% said they did not know or were hesitant to accept it. The reason is because most students feel concerned about the condition of their environment.

The type of environmental pollution that is most worrying according to students is environmental pollution in the form of rubbish. 54% of students said this, 20% of students said water pollution, 18% said air pollution was the most worrying environmental pollution. The reason given is because waste often triggers other pollution, such as water and air pollution.

The efforts that students want to make if given the freedom to deal with environmental pollution are quite diverse, including improving cleaning facilities, establishing strict rules, involving many parties in handling it, and recycling. Apart from that, so far according to them, the government's role in dealing with environmental pollution problems has not been optimal. This can be seen from the students' answers which tend to point to their ignorance of government programs related to this matter and their perception that the government is not handling it seriously. This is in line with the role of the school. According to them, schools do not yet have programs that address environmental pollution. The efforts made are limited to theories about environmental issues presented during classroom learning.

In contrast to the government and school response to environmental issues, the response of the surrounding community, according to students, is more responsive, although not optimal. According to them, there are still many people who do not care about the condition of their environment, such as often throwing rubbish carelessly, not wanting to be involved in handling environmental pollution, and so on.

Furthermore, for questions about changes in natural environmental conditions, 52% of students stated that there had been changes, 30% stated that there had been no changes, and 18% stated that they did not know about these changes. In addition, 60% of students stated that there were few new buildings or public facilities built around where they lived, while 32% stated the opposite. The remaining 8% of students stated that they did not know or did not pay attention to this.

The existence of buildings or public facilities does not fully meet students' expectations, 34% of students stated this and 20% did not know or were unsure. The reason is because increasing the number of buildings will have an impact on increasing the amount of waste and increasing the risk of pollution of the surrounding environment. Although currently, according to them, this is not yet visible.

Based on the review above, the level of students' attention to environmental issues is relatively low. This is shown by the fairly high percentage of students' responses who do not know or are hesitant to each question that demands their attention about the conditions of their environment.

### **Knowledge of Environmental Issues**

The final indicator in analyzing students' level of environmental awareness is students' knowledge about environmental issues. This indicator is translated into three predictors, namely the causes of environmental pollution, sources of natural water pollution, and understanding of community waste. Nine questions were raised by researchers in exploring information about students' knowledge about environmental issues.

The first question relates to sources of environmental pollution. 37% of students stated that they did not know what was the source of environmental pollution where they lived, 31% stated that households were the source of environmental pollution, 11% stated that it came from agriculture, and 8% stated that it came from industry. The reason given apart from them not paying attention is because the waste produced by households is quite high and lasts for a long time and repeatedly.

The community waste that is most often found by students in the environment where they live is rubbish (70%), followed by water (9%), and air (4%). The percentage of students who don't know is still quite high, namely 13%. This is in line with responses regarding the types of community waste that are most worrying according to students. 51% of students stated this. The reason given is because there are still many people who throw rubbish carelessly. Apart from that, according to them, the presence of a large amount of waste results in an increased risk of more severe environmental damage.

Next, students' responses are about the best things the community can do to manage their waste. 58% of students stated that recycling was the best thing the community could do in managing waste. Not a few students stated that having regulations regarding waste was the best thing they could do (26%). On the other hand, some students (8%) stated that reducing consumption which can cause waste is the best course of action. The other 4% of students said they didn't know. The students' reasons stated that recycling is the best thing that society can do, because the benefits of recycling waste can be felt for longer, both from an economic, educational and social perspective.

Based on the review above, it can be said that students' knowledge of environmental issues is not very good. Even though the answers given are appropriate, the reasons given tend to be normative and very simple. The process of analyzing students before giving reasons or answers is not carried out in depth.



## **CONCLUSIONS AND RECOMMENDATIONS**

Students do not yet fully understand the environmental conditions in which they live. The inconsistency of the answers given was the main reason the researcher concluded this. Apart from that, the analytical answers given are still based on what they see, without any other information they have researched.

Students' perceptions of environmental changes are not much different from their responses in viewing environmental issues. Students do not yet understand the changes that occur in the environment around where they live. Students also do not pay much attention to society's attitudes in responding to changes in the environment.

The level of students' attention to environmental issues is relatively low. This is shown by the fairly high percentage of students' responses who do not know or are hesitant to each question that demands their attention about the conditions of their environment.

Students' knowledge about environmental issues is not very good. Even though the answers given are appropriate, the reasons given tend to be normative and very simple. The process of analyzing students before giving reasons or answers is not carried out in depth.

Based on the review of the four indicators of students' environmental awareness above, it can be concluded that the level of environmental awareness of Tourism Vocational School students in Central Lombok Regency is categorized as low. This is of course a common concern, so that the implementation of education and the implementation of learning in the classroom can increase the awareness of students, especially students at the vocational school level with tourism expertise. So that with a good level of environmental awareness among students, sustainable tourism development programs can be implemented optimally.

## **FURTHER STUDY**

The author hopes that this study can be useful for subsequent research, especially research on students' environmental awareness and the aspects that influence it. As mentioned in the previous section, the development of sustainable tourism in Indonesia is largely determined by the level of environmental awareness of the parties involved.

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