



## Internalization of Conservation Values in Forming Green Consumption Attitude

Syamsu Hadi✉, Kemal Budi Mulyono

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Department of Economy Education, Faculty of Economics, Universitas Negeri Semarang, Indonesia

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### Abstract

The research aims to know a friendly environmental governance system. One sector of economic governance can certainly be initiated through green consumption. The focus of the problem was the green consumption education. This research was conducted by using qualitative approach in order to reveal how the process of conservation education in the Faculty of Economics in fostering behaviors that tend to conserve the consumption behavior in this case the green consumption attitude. The collecting data of research used observation, documentation and interview. This research uncovers how the conservation education is able to shape and build the green consumption attitudes that exist among the students from planning process, implementation, and evaluation of conservation education on the aspects of green consumption. Internalization of conservation value performed by the educators (in this case the lecturers at the Faculty of Economics, Universitas Negeri Semarang) runs well enough.

### How to Cite

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✉ Correspondence Author:  
Gedung L3 Lantai 1 Sekaran, Gunungpati Semarang, Jawa Tengah 50229

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## INTRODUCTION

In the Earth Summit World Conference held by the United Nations (UN) in Rio De Janeiro, Brazil on 20 - 22 June 2012, the heads of State, businessmen, academics, the non-governmental organization, and a number of influential figures around the world have agreed that there is need for a new paradigm in the development of a country that requires balance with the environment. In the concept the economic development is very important to integrate the economic, social and environmental interests to meet the needs of the present generation without sacrificing the interests of the future generations for their needs.

The problem of environmental degradation is the result of natural exploitation based on the economic growth, which needs to be overcome based on the appropriate economic governance. Therefore, it requires a friendly environmental governance system. According to Lako (2014), good environmental governance requires a green economic order based on (1) integrating the economic, social and environmental interests, either nowadays or in the future, without neglecting or sacrificing the future generations' interest to live adequately, (2) focusing on the structure and economic process consisting of five sectors those are green production, green consumption, green investment, green export import.

One of the economic governance sectors can certainly be initiated through green consumption because it is based on the initial behavior of an individual before he makes a production, an investment or an export and an import. So the problem focus of this research is on how to look at the green consumption behavior, which is based on many people's consumption behavior that pays no attention to the environment. The green consumption behavior includes the efforts to conserve energy and to avoid purchasing products with non-eco-friendly packaging (James, 1996). It can be understood that consumption behavior is an initial behavior before any other economic behaviors because the initial assumption of using the income is for consumption  $Y = C$ . This assumption underlies that there is a Break Even Income because the initial needs of human is consumption activity. In understanding the consumption activity, the green consumption needs to be in perspective that consumption should be based on attention to maintain the environmental preservation. Currently, we face the polluted environment due to our dietary habits that cause problems in the environment.

State University of Semarang as a con-

servation university clearly must carry the conservation education for the students of both the educational and non-educational programs. This activity is a very real coaching and education. Conservation education is given as a material that must be known and understood by the students, which then should be developed by them. Conservation Education is a learning process to build the students' spirit about the environment for the contemporary development and for the future generations.

The problem that arises in the field is that the conservation education planning so far has been implemented at the Faculty of Economics Unnes. It is indicated that the process of conservation education has been working effectively and properly. However, the fact in the field, based on some research findings, showed that there are still many students of the Faculty of Economics Unnes who throw the garbage carelessly and do the excessive consumption behavior. From that condition, it can be concluded that there is a phenomenon of gap that is the gap between expectations that the impact of conservation education should be effective, but why it is contradicted with the fact in the field where many FE students have no conservation behavior yet. It is very interesting to be reviewed further. How can this consumption behavior pay attention to the environmental harmony? This consumption behavior is called green consumption, which is formulated as follows: (1) How is the conservation learning plan with the green consumption sub material of the students at the Faculty of Economics, State University of Semarang?; (2) How is the implementation of conservation learning with green consumption sub material of the students at the Faculty of Economics, State University of Semarang?; (3) How is the evaluation of the conservation learning with green consumption sub material of the students at the Faculty of Economics, State University of Semarang?

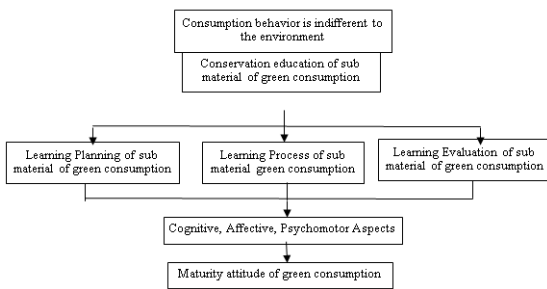
Green consumption is a solution to the economic problems that hit the world, which is due to the exploitation of resources that do not respect its sustainability and the greedy economic development. Therefore, it requires the realization of green consumption behavior based on the green consumption attitude. One of the most effective efforts in socializing the green consumption is through education.

Several previous researches, such as Muadab (2015), also revealed that green economic education in the family affects the green consumption behavior. Meanwhile, Susilo (2014) showed that consumer education in the involvement of

consuming environment-friendly products encourage the creation of green consumerism.

In the implementation process of green consumption education in higher education, it would be difficult if it should be a special subject in higher education, but it may become a hidden curriculum. It can be understood that the hidden curriculum is a curriculum designed to support the ideal and real curriculum in obtaining the program, strategy and evaluation experiences used as a guidance for the implementation of teaching and learning in schools to achieve the educational goals (Kuncoro & Hutomo, 2016).

Besides through the hidden curriculum, it can appear in the environmental subject. In this research the environmental subject is integrated in the conservation education subject, in which there is one sub material of green consumption. Hopefully, the students are able to have a well-established attitude toward green consumption behavior through the effective conservation education. The description can be illustrated in the framework of thinking as follows.



**Figure 1.** Frame of Thinking

**METHODS**

The approach in this research is qualitative approach with case study design. The research focuses in the conservation education process especially in educating the green consumption behavior at the Faculty of Economics, State University of Semarang. The process of green consumption education is used as a case study because internalization and enculturation of conservation values, especially conservation of consumption in green consumption will be known in that education. The methods of data collection in this research consist of the following:

**Observation**

It is an observation activity focussing on the activities of the learning process planning, especially in the sub-material of green consumption, the learning implementation in the sub-material of green consumption, and the learning

evaluation process of conservation education in the sub-material of green consumption. This observation can be implemented on the lecturers of conservation education at the Faculty of Economics, Semarang State University, in the classrooms on the conservation education subject, at the canteen, and in the surrounding environment of the Faculty.

**Documentation**

This technique is used to reveal the data about green consumption education at the Faculty of Economics, State University of Semarang.

**Interview**

This is performed verbally in face-to-face meetings individually. The data is obtained from interviews in the form of experience, feelings, and knowledge of information about consumption education at the Faculty of Economics, State University of Semarang.

Qualitative research has several techniques to check the validity of data. The technique of checking the validity of the data is performed with one or more specific examination techniques.

**Credibility Testing**

This is performed by having interviews with others, which are not the main source, which is then matched the other lecturers of education subject.

**Transferability Testing**

The transparency is made by the researchers by searching for and collecting the empirical events related to the conservation education planning so that there is similarity of data information from the researchers and the researchers' object.

**Dependability Testing**

Dependability test is performed by conducting an audit of the entire research process.

**Confirmability Testing**

Confirmability testing is understood as the objectivity test of the research. In qualitative research, confirmability test is similar to dependability test, so the test can be done simultaneously. Testing confirmability means testing the results of the research.

Data analysis on qualitative research is conducted since before entering the field that is the data of preliminary study result. The preliminary study in this research is conducted by see-

king information from several books and internet media references, preliminary observation documents, and simple interviews with the lecturers of conservation education subject. This data will be used as the focus of research during the field, and after finished in the field. Further analysis of data is performed at the time of data collection and after finishing the data collection within a certain period, which consists of

#### **Data Reduction**

Every time of finding the data, the researchers immediately analyze and reduce the data that is not needed. Reducing the data in this research should be tailored to the focus and formulation of the problem, so that the related data is only about conservation education learning in the sub material of green consumption, the constraints faced in green consumption activities, the barriers that affect the learning process of green consumption.

#### **Data Display**

After the data is reduced, then, the next step is to display the data. Display in this research is in the form of interviews with various sources, field notes of observation, and documentation.

#### **Conclusion drawing / verification**

The conclusion will have to match some of the focus of problems raised by the researcher. All data that has been reduced and presented then should be verified. If there are no additional and planning changes during the research, the verification is unchanged.

### **RESULT AND DISCUSSION**

Internalization or planting of conservation value performed by the educators (in this case the lecturers at the Faculty of Economics, State University of Semarang) runs well enough. One of them in this case is the preparation stage. At the preparation stage, each lecturer who teaches conservation subject performs the learning planning by making RPS (Semester Learning Plan). In the planning, the plan has been formulated by considering the KKNi curriculum (Curriculum Indonesian National Qualifications) and based on conservation.

It is based on documentary study that is conducted by the researcher by observation on RPS documents made by the lecturers of the conservation education subject at the Faculty of Economics, State University of Semarang, in this case it is made by Mr. Avi Budi Setiyawan, S.E.,

M.Si.

RPS that has been made by a team of lecturers of the conservation education subject has no differences because in practice all the subjects incorporated in the MKU (General Course) and MKDU (General Elementary Course) are all uniformed. It is also supported by a statement from Mr. Avi Budi Setiyawan, S.E., M.Si, who was interviewed on 21 October 2016 who said that:

“The indicators in the RPS made by the lecturers of conservation education subject, whether at the Faculty of Economics, the Faculty of Social Sciences, and other faculties in the State University of Semarang, have the same content and form. This is because the Center of MKU and MKDU in the State University of Semarang has arranged that all the RPS has been standardized well in accordance with the rules set by the MKU and MKDU.

Analysis of ability is expected from the students with the subject presented by the lecturer, then in every capability they are expected to get the subject that is in accordance with the expected ability. So from all materials they get, the students are expected to have the same knowledge about conservation. Besides, the teaching materials given to the students are also already uploaded in Sikadu (Integrated Academic System) where, in the system, either RPS or teaching materials are all uploaded well.

It has been stated in an interview with Mrs. Dyah Maya, S.E., M.Si on October 21, 2016, as follows

“All teaching materials in conservation education subject located surrounding the Faculty of Economics have been uploaded so well that the students can download the teaching materials easily through password and username of Sikadu”.

The Semester Learning Plan includes the learning model as well as the evaluation used. Evaluation and model of learning planned by the lecturers of conservation education subject are adapted to the students' ability that will be expected from the lecture. So in this case, each subject has different models and evaluations.

Analysis of subject matter, learning model and evaluation have been designed by the lecturers, then the learning model and evaluation are determined in each subject, so from all the material given to the students, it is expected that the treatment between the material to be conveyed has been considered before, about how to convey and how to evaluate every subject that has been delivered by the lecturer of conservation education

on subject.

In each RPS that has been made by the lecturer of conservation education subject in this case the lecturer must understand very well about the characteristics of each subject, so that in determining the model of learning or evaluation it will be appropriate, based on the interview with Mr. Avi Budi Setiyawan on 25 October who stated that:

“The learning model planning and evaluation have been determined by the center of MKU and MKDU in the State University of Semarang and not all lecturers of the subjects are invited to coordinate in terms of determining the model of learning and evaluation of learning. In practical terms, the lecturers include the conservation education in the MKU and MKDU.”

The implementation of conservation education subject taught by the lecturers from the Faculty of Economics is based on the learning planning as outlined in Semester Learning Plan (RPS). In the implementation there are some things or aspects that are done or considered by lecturers of conservation education subject in teaching at the Faculty of Economics as follows:

#### **Ability to Open and Close Lectures**

The first step and the final step done by the lecturer in lecturing process is how to open the lecture. Opening the lecture in this case is not in the RPS. This is certainly one of the things that must be planned, but in the system of learning at the State University of Semarang the planning does not set up to the detail process. This is different from learning at the elementary and secondary levels where RPP (Learning Implementation Plan) is described in detail starting from preliminary to closing activities.

It will certainly make the lecturers have a variety in teaching the material during the learning process. This is in accordance with what was stated by Mr. Avi Budi Setiyawan, S.E., M.Si on October 25, 2016 as follows:

“Each lecturer has different style in implementing the conservation education subject. It depends on what the lecturer. There are lecturers who carry out the research model in accordance with the RPS or there are some who are not in accordance with the RPS. Some modify the learning model or some are monotonous in implementing the learning process. All depend on the lecturers. “

Meanwhile, after triangulation, the students have the same perception with the opinion of Avi Budi Setiyawan, S.E., M.Si. The Ivan Aburrahman, a student of Accounting A 2015,

who was interviewed on October 26, 2016, stated that:

“Lecturers in opening the class just do the presences by asking who is absent today, after that the lecturers directly present the material in starting the lecture of conservation education, sometimes they also motivate their students to perform conservation activities in all academic or non academic activities”.

#### **Mastery of learning materials**

Each lecturer certainly has professional competence, which has the ability to master the learning materials. The materials are certainly controlled by the lecturers of conservation education subject. There are various forms of books, there is a slide-shaped power point, there is a research journal-shaped entirely tailored to the context of learning that will be strengthened by the lecturers of conservation education subject.

There is no definite measure of the mastery of learning materials from the lecturers of conservation education subject. Because in certification the lecturers also do not master professionals in conservation education. Because in this case conservation education is included in the MKU so it is not a course of expertise in accordance with the competence of educators.

This is similar to the statement from Ms. Dyah Maya, S.E., M.Si who was interviewed on October 21, 2016, who stated that

“Each lecturer has professional competence that has been educated specifically about conservation education. So in mastering the learning materials of the subject each lecturer must have mastered the conservation education materials properly and correctly. “

The same thing was also supported by a statement from a student from the Education Administration Office 2015 rombeng B who stated that

“The lecturer of conservation education has already mastered the learning materials. Because they are lecturers, so they have mastered all the materials that will be delivered”

#### **Learning process**

The main activity of the learning process is the main thing conducted by lecturers and students. This learning process varies between one lecturer and other lecturers. This is because in practice in the field lecturers are not required to apply the learning model with rigid or *leterleg* as stated in RPS. So the application of learning process varies between one lecturer and other lecturers.

The use of different learning models is

caused not only by a permit to modify from the RPS, but also due to the concern of the class condition. If they apply in accordance with what are included in the RPS, there are lecturers who feel less able to explore the material due to the limitations in the application of the model.

The phenomenon has also been supported by the opinion of Ivan Abdurahman, who was interviewed on October 26, 2016, who stated that "The learning process is various, Sir, but for my class we usually or more often have discussion and presentation about the material that has been previously shared by the lecturer concerned"

The same thing was also expressed by Mr Avi Budi Setiyawan, S.E., M.Si who was interviewed on October 25, 2016, who stated that

"The learning process I do is to instruct the students to create groups, then I tell them to find materials that are relevant to the sub-subject and then we discuss the material discussed".

### Using media

The use of instructional media has been applied by lecturers of conservation education subject at the Faculty of Economics, State University of Semarang. Most of them are dominated by presentation slides with power point software and others as the supporting ones.

This was supported by a statement from Ibu Dyah Maya, S.E., M.Si who was interviewed on 21 October 2016, as follows:

"Conservation education learning media presented to the students is mostly using the media of slide power point presentation. It is because the use of learning media is more practical and easier to access by the students. And now it is a power point that is used for learning media while OHP is no longer used.

The statement made by Mrs. Dyah Maya, S.E., M.Si is also supported by a statement from the Education Administration Student Class of 2015 Tuneng Mugi Lestari who revealed that

"Learning media used in the process of learning in conservation education subject is using the media slide power point presentation. The lecturers rarely use other media. "

The implementation of learning evaluation of conservation education subject conducted by the lecturers from the Faculty of Economics is based on the learning planning as outlined in Semester Learning Plan (RPS). In the implementation there are some things or aspects conducted or considered by the lecturers of conservation education subject in evaluating the learning at the

Faculty of Economics as follows :

### Validity and Reliability of Evaluation Instrument

In making the learning evaluation instrument in conservation education subject that has been conducted, the lecturer in practice does not measure the validity with the quantitative method, but they use the qualitative methods. The way they use is to determine validity through face validity (a technique of validity with a qualitative approach by carefully examining each question in the test) in which the instrument is performed on the UTS (Mid Semester Exam) or UAS (Final Semester Exam).

Based on the research findings, Mr Avi Budi Setiyawan, S.E., M.Si who was interviewed on October 25, 2016 stated that

"Indeed we did not test the instrument before because it takes a long time and it is considered still not necessary to be implemented because in the end we still keep the quality of the evaluation tool although only using face validity".

The same thing was also expressed by Ms. Dyah Maya, S.E., M.Si who was interviewed on 21 October 2016 as follows:

"The UTS problem is not tested before because it will take time and the test done has also been represented by the use of face validity because we assume it is good enough."

One of the basic principles that must always be observed and held in the framework of evaluation of learning result is the principle of roundness, in which the principle of evaluator in conducting evaluation of learning result is required to evaluate thoroughly against the students, both in terms of understanding of the materials or the materials that have been given (cognitive aspect) and in terms of appreciation (affective aspect), and its practice (psychomotor aspect).

These three aspects or psychological realms are very close and even impossible to be released from the activity or process of evaluation of learning result. The grouping of educational objectives should always refer to the three types of domains (built-in areas or domains) attached to the students themselves those are: (A) The domain of thinking processes (cognitive domain); (B) The domain of values or attitudes (affective domain); (C) The domain of skills (psychomotor domain)

In the context of evaluation of learning result, then the three domains or realms must be targeted in every activity evaluation of learning result. These three domains become the object of

assessment of learning result. Among the three domains, the cognitive domain is most widely assessed by the lecturers at school because it relates to the ability of the students in mastering the content of teaching materials.

The result of interview to Mr. Avi Budi Setiyawan, S.E., M.Si who was interviewed on October 25, 2016 is as follows:

“The evaluation of conservation education subject learning is carried out according to the applicable rules. There is daily score, UTS score, and UAS score. If the daily evaluation is seen from the presentation’s activity, the UTS score is obtained the same as the UAS. “

Meanwhile, based on the results of interviews with Ms. Dyah Maya, S.E., M.Si on October 21, 2016, she stated that:

“There are three evaluations of learning; the first stage is daily evaluation, the second is the Mid Semester Exam, and the third is the Final Semester Exam, in which everything is based on test questions. “

The same thing can also be seen from the result of interview with the student of Education Administration Education of 2015, Tuneng Mugi Lestari, who said that

“For the daily evaluation it may be the activity that is applicable, Sir, then for UTS and UAS there are some exams, Sir”.

But the result of interview with the student of Accounting Education of 2015, Ivan Abdurahman, on October 26, 2016, stated different things:

“The daily score needs presentation, Sir, the UTS and UAS require the exams, Sir.”

Learning is basically a process of activity that is done orderly and regularly, running logically and systematically following the rules that have been agreed previously. The function of learning itself is to encourage every student to be able to learn. Learning process is related to student behavior pattern in learning the lesson material. Learning is an activity that is inseparable from human life so that it is never too late to learn something (Utami & Oktarina, 2013).

Learning is the process of formation of education. Qualified education is an education that is able to create competent and efficient graduates for the society (Listyaningrum & Wahyudin, 2017). Education is a human effort to expand knowledge in order to form values, attitudes, and behaviors, which have a very strategic role in improving the quality of human resources (Nugroho & Sudarma, 2017).

Each learning activity is not a projection of desire of the lecturer on the one hand, but it is the realization of the various desires that are packaged in a curriculum. The curriculum as an education program is still general and ideal. To realize it in the form of more operational activities that is in learning, the lecturers must first understand the demands of the curriculum, and then the curriculum is practically translated into the form of learning planning to serve as the operational guidelines for learning.

Planning as a learning program has several meanings that have the same meaning that is a process of managing, organizing and formulating the elements of learning such as formulating objectives, materials or content, learning methods and formulate evaluation of learning. Learning planning is the process of preparing the lesson material, the use of instructional media, the use of approach or learning method, in a time allocation that will be implemented in the period of one semester to come to achieve the intended purpose. So the red thread can be drawn that learning planning is a process that is arranged in such a way according to certain steps either in the form of learning material arrangement, media usage, and other learning models intended to run optimally.

In the planning conducted by lecturers of conservation education subject, it is less optimal in the planning process. This is because every lecturer does not have the flexibility to explore in determining the model or evaluation of learning. This certainly results in the learning process seems to be identical between each MKU and MKDU. The consequences will certainly impact how the learning planning process from the introductory activity, core activities or final activities along with the evaluation is not in accordance with the characteristics of the subject matter.

In line with these findings, Ballantyne (1999) also explained that educators should focus on developing knowledge and environmental attitudes in the classroom rather than influencing student decision making and actions in relation to the environment. The need for teacher education in environmental education is recognized and should be addressed not only through formal means but also through the provision of literature, teaching resources and assistance in the use of field experience and local environmental actions as a method of teaching.

It turns out that the subject of green consumption value in particular is not taught to the students. Conservation education taught is still general about conservation itself. Conservation

education should be in accordance with the core science of each faculty. This is certainly a reflection to the stakeholders that it will be more consistent and consequent if conservation education is not generalized among faculties. It is because the writer believes that each emerging science culminates in the axiological benefits that are certainly inherent to the ontological and axiological of each science. So it is more appropriate if the conservation education materials need to be aligned with the common ground in each faculty.

As an example, for the Faculty of Economics in Prodi (Study Program) Accounting the green accounting is very interesting to talk about. Meanwhile, for Prodi Management, the green management or green business is deepened and implemented later, while for Economic Development Program, the green economy will be more interesting to be reviewed and discussed. In Prodi Economic Education of course how the conservation of education itself is very interesting to be elaborated.

With such flexibility, the purpose of the plan allows the lecturers to choose which method is appropriate so that the learning process leads and may achieve the goals that have been formulated. For the lecturers, each selection of methods means determining which type of teaching and learning process is considered effective for achieving the objectives that have been satisfied. It also directs how the lecturers organize student activities in the learning process they have chosen. Thus the importance of that goal is taken into account and formulated in every lesson, so that learning can actually achieve the objectives set out in the curriculum. While the function of the planning is to organize and accommodate the needs of students in specific, assisting lecturers in mapping goals to be achieved, and assisting lecturers in reducing the activities of a trial and error in teaching.

Implementation of learning is the implementation of strategies that have been designed to achieve the objectives of learning. Strategies, approaches, principles of instructional methods are directed toward achieving efficient and effective learning objectives. Based on the two limits mentioned above, it can be understood that the learning process is a form of activities undertaken by lecturers with students by establishing educational communication by using certain strategies, approaches, principles and methods in order to achieve effective and efficient audiences based on planning Has been created before. Therefore, the learning activities should be implemented properly and optimally so that the learning objectives

can be achieved well and optimally.

Implementation of learning is the interaction of lecturers and students in order to deliver lesson materials to the students and to achieve the learning objectives. From the definition it is known that in the learning process there are several elements such as learning as a process that aims to teach the students in the classroom. In the learning activity there is an educative interaction process between the lecturer and the student. Activities carried out lead to one goal that is to achieve learning objectives that have been set previously.

Due to the absence of more specific learning implementation plan, it will have an impact on the implementation of learning or learning process: How lecturers open and close lectures, How to do booster against students who are less enthusiastic, How to do learning techniques when it is perceived that the methods are less effective, and How lecturers do personal approach if there are students who are less in receiving materials from the lecturer concerned.

Of course, because there is no planning, each lecturer should do the learning process that varies. Some are monotonous and dominated by lectures, or some are monotonous and dominated by the discussion. Indeed, it is very unfortunate. In developing the learning culture, every lecturer at least certainly have special treatments so they can interpret the learning process that is expected to inspire students. Therefore, the study of conservation education is certainly different from the learning of economic mathematics or the like.

In the learning, the affective and psychomotor aspects are very important from the aspect of cognition because the attitude and conservation behavior are the end of the conservation education. It would be very confusing if conservation education is based solely on knowledge alone. It will become less meaningful. Then how there can be internalization of conservation values. Moreover, there is no special conservation material in accordance with core studies of each study program.

The effectiveness of learning can be achieved depends on the ability of the lecturer to achieve the success of the learning process. In learning at school, there is a process of learning, which is the process of changing knowledge, attitudes, information, abilities and skills that are permanent through the learning experience in terms of mastery of the affective domain of the competencies expected to be mastered by each student after the learning activities take place. The measurement and appraisal techniques of affective learning result consist of two that is testing technique, which



is the assessment using test as its measuring instrument, and non-testing technique, which is the assessment technique that does not use test as its measuring instrument.

The evaluation function in education is not released from the objective of the evaluation itself. Within the limits of educational evaluation it has been implied that the purpose of the evaluation of education is to obtain evidence data that will show where the level of ability and success of students in the achievement of curricular goals. In addition, it can also be used by the lecturers to measure or assess the extent to which the effectiveness of teaching experiences, learning activities, and teaching methods are used. Thus it can be said how important the role and function of the evaluation in the teaching-learning process is.

The result of the research shows that the evaluation of learning done in conservation education course is only cognitive, while affective or psychomotor can not be measured. This indicates that conservation education courses have not fully dissected how conservation education is taught and evaluated. So the assessment process can not represent the purpose of the conservation education itself.

Assessment can be done at the time the process takes place that is when students do the practice, or after the process takes place by testing the students. Psychomotor assessment can be done by using observation or observation. In other words, observation can measure or assess the outcomes and learning or psychomotor process. For example, students' behavior when practising, students' discussion activities, students' participation in simulation, and the use of learning aids when studying. The test for measuring psychomotor domains is a test to measure the performance that has been mastered by the students.

Green consumption education should pay attention not only in the cognitive aspect. In line with this, Fah & Sirisena (2014) confirmed in his research that environmental knowledge has no significant effect on eco-friendly behavior including green consumption, but environmental attitudes affecting students' environmentally friendly consumption behavior in Malaysia. Therefore, students who intentionally engage in environmental behavior should be responsible if their tendency towards environmental literacy is naturally increased.

Subsequent research that also supports this research is from Sali, Körükçü and Akyol (2014), which shows that environmental awareness is influenced by environmental concerns and by following environmental issues about the problem.

Subsequent findings of knowledge and environmental attitudes have no effect on eco-friendly behavior.

In line with the findings of this research, Sarkar (2011) suggests that higher environmental attitudes will influence their behavior in the environment. In line with Sarkar's findings, Straughan and Roberts (1999) also pointed out that the education will change the Perceived Consumer Environment (Consumer Perceptions of the Environment) so that it will increase the Ecologically Conscious Concerns and Behaviors and then motivate the students to be environmentally friendly (green) consumers.

## CONCLUSION

Based on the results of research and discussion of the research results, it can be concluded that (1) Planning of conservation education learning is determined by the center MKU and MKDU so that lecturers are less able to explore the planning and the subject matter of green consumption is not specified in the RPS (Semester Learning Plan), (2) Implementation of conservation education learning is less flexible and leads to less precise learning variations. Some are dominant in delivering speech and some are dominant in delivering presentation, so that the learning is less appropriate with the principle of character learning in this case is the character of conservation, (3) Evaluation of learning is still limited to measure the cognitive because there are still UTS (Mid Semester Test) and UAS (Final Semester Test) that are still dominant in the evaluation process of conservation education learning.

From the results of research and discussion and conclusions from the previous description, there are some suggestions as follows: (1) It requires conservation education specifications that are tailored to the core studies of each study program, (2) In the learning based on character or attitude, the most appropriate method of learning is the attitude-based learning, eg VCT (Value Clarification Technique), Role Playing etc.

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