ENVIRONMENTAL AWARENESS IN GROGOL PETAMBURAN SUBDISTRICT JUNIOR HIGH SCHOOL, WEST JAKARTA (INFLUENCE OF KNOWLEDGE ABOUT THE ENVIRONMENT, LOCUS OF CONTROL, AND INTERPERSONAL COMMUNICATION ON ENVIRONMENTAL AWARENESS)

AHMAD SYUKRON, Universitas Negeri Jakarta, ahmadsyukron69@gmail.com
HENITA RAHMAYANTI, Universitas Negeri Jakarta, henitarahmayanti@unj.ac.id
RUDI ISKANDAR, Universitas Negeri Jakarta, rudiiskandar@hotmail.com
I MADE ASTRA, Universitas Negeri Jakarta, imadeastra@gmail.com

ABSTRACT- This research is to discover the effects of Knowledge about the environment, Locus of control and Interpersonal communication through environmental awareness. The study used a survey method in which the data has been analyzed by path analysis after the variable data has been entered into the correlation matrix. In this study, respondents were students who had been selected as analysis units and 187 samples were randomly selected. The results found environmental awareness was directly influenced by interpersonal communication. In addition, it was found that environmental awareness is influenced indirectly by knowledge of the environment, Locus of control through interpersonal communication. Based on these findings, it can be concluded that variations that have occurred in environmental awareness may have been influenced by variations in Knowledge about the environment, Locus of control, and Interpersonal Communication .

Keywords: environmental awareness, Knowledge of the Environment, Locus of Control, and Interpersonal Communication

I. INTRODUCTION

Environmental awareness grows as the state of the environment worsens. Man feels that it is man who needs the environment and can change it. People are aware of the interests and problems that the environment is facing. Environmental concern indicates an individual's general orientation to the environment. A person's level of concern for environmental issues has been found to be a useful predictor of environmentally conscious behavior (Kim et al, 2005). Consumers with concern for the environment will be easier to need and buy environmentally friendly products (Mainieri et al. 1997) than those who care less about the environment.

Environmental awareness is a multidimensional construct consisting of cognitive, attitude, and behavioral components (Schlegelmilch et al, 1996). The cognitive component consists of knowledge of one's environment. This knowledge of the environment concerns ongoing environmental issues. While the attitude in this case concerns one's attitude towards the environment. Some people have shown that environmental attitudes capture a person's level of concern or interest in specific or general aspects of the environment, ecology, or energy saving (Buttel, 1979). The behavior measured in this study as one component of environmental awareness is recycled behavior.

Promoting environmental awareness is considered an important goal in the context of contemporary education (Slattery, 2003; Slattery &Rapp, 2003). The importance of this goal lies in the interdependence between man and the natural world (Richards, 2001; Orr, 2003). If Bonnett (2004) is correct in arguing that Nature defines our existence and our relationship with the world at large, then the development of environmental awareness can help change our relationship with Nature, and thus promote more responsible behavior toward, and even respect it. However, encouraging the development of that relationship can also promote environmental awareness.

Despite first-hand experience, the "first hand" young students in Nature are considered essential for the development of an emotional bond with it (Kahn, 1997; Hinds &Sparks, 2008; Kellert, 2002), indirect learning experience should also be considered. Why? Children, according to Wilson (1994), who is close to the natural environment, tend to think of it as a source of joy, wonder, and admiration. This relationship, as

"biophilia hy pothesis" says, is still strong, since the development of our technology has been so rapid that our evolutionary adaptation to the new environment has not yet developed (Wilson, 1993; see also Kahn, 1997).

The fact that children grow up in very high-tech environments and, more often than not, are far and truly disconnected from the natural environment, making the learning experience and knowledge of the latter very important. But the question is whether science education can provide such a learning experience, and whether such an experience can raise environmental awareness. This is an important question given the contested relationship between science education and environmental education (Ashley, 2000; Gough, 2002, 2008; Lucas, 1980; Robottom, 1983; Robottom &Hart, 1993).

In providing "opportunities for students to engage in a variety of personal, social, economic or political issues stemming from the role science has come to work in society" (Jenkins, 2007), making the relationship between science education and environmental education more suitable, and therefore it makes sense to pursue the development of environmental awareness through science.

It has been shown that science education, although limited, can offer several opportunities to raise environmental awareness (Littledyke, 2008). In fact, over the past two decades, some science educators have discussed, explicitly or implicitly, the need for environmental awareness (Yager, 2007).

Education is very important in our lives, because education is one of the unifying tools of the nation. Similarly, the Indonesian nation has high hopes for educators in the development of this nation. According to Law No. 20 of 2003 on the National Education System in article 17 paragraph 1 states that schools are education levels that underlie the level of education.

Education is very important in instilling values and norms leading in the implementation of education in schools that are part of the school by itself should refer to the purpose of education. Learning activities in school must lay the foundation of intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education. In this case education will be able to foster concern in the environment in order to reduce environmental damage.

Environmental awareness is an effort that involves every citizen in fostering 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 (Neoloka, 2008, p. 19). The basic cause of environmental awareness is environmental ethics. Environmental ethics that until recently prevailed are environmental ethics based on a value system that seated man not part of nature, but man as conqueror and regulator of nature. In environmental education, the mental concept of man as a conqueror of nature needs to be transformed into a human being as part of nature (Neoloka, 2008, p. 18). According to Albayrak et al. (2013) in his research measuring concern or awareness in the environment measured from three dimensions, consisting of selfish care, altruistic care and biosperic concern.

With the development of insights into the harmful impacts of lifestyles practiced in modern society on the environment, environmental awareness of behavioral change has become a major focus of not only environmental policy but also applying environmental psychology. An established theoretical framework is needed to understand the development of environmentally friendly behavior (Dian R. Sawitria, H. Hadiyantob, Sudharto P. Hadic, 2015: 27 – 33).

Environmental awareness behavior is a term used to identify a person's behavior at work so that it can be called part of a job performance. This behavior tends to see an employee as a social being who is a member of an organization, as opposed to a selfish individual being. As a social being, man has the ability to have empathy for others and organizations, aligning his values with the values that the organization has. This is done to maintain and improve better social interaction. If a person in the organization has citizenship behavior, then the effort to control decreases, because the employee can control his own behavior or choose the behavior best for the benefit of his organization (Stephen P. Robbins &Timothy A. Judge, 2011:60). Those who are well-behaved tend to help others, are unselfish, actively engage in organizational activities, avoid unnecessary conflicts, perform tasks beyond the requirements of normal roles, and patiently face something inappropriate.

Environmental awareness includes seven ecosystems, namely the following: forests; fresh water; the sea; urban ecosystems; soil ecosystems; atmospheric conditions; and biodiversity (Tietenberg, 2006; and

Hoffman &Bory-Adams, 2010). The researchers assume that the research population is aware of some of the seven concepts of ecosystems. However, although they may be familiar with different environmental concepts, they may not practice positive environmental practices that will help preserve the environment.

Environmental practices, in this study, include: recycling; planting trees and caring for vehicles; conservation of water and energy; participation in the school environment; not use dangerous products; provide creative solutions to environmental problems; and social media as an environmental promotion. Students' level of environmental awareness is measured through the use of the Environment.

Awareness Scale Instrument by J. Canarias (2005). The instruments were adopted and modified by the researchers with their permission to adjust the level of understanding of the high fourth year students of the school and include a gift of environmental problems and problems.

Student Environmental Awareness based on the modification of the Environmental Awareness Scale Instrument from J. Canarias (2005), divided into two levels. Level I consists of (1) Knowledge of environmental concepts/environmental circumstances; and (2) Knowledge of environmental problems/problems (Canarias, 2005). knowledge of environmental concepts/circumstances is considered as the respondent's familiarity with facts about ecology, current policies, and environmental laws; while knowledge of environmental issues / problems is considered as the familiarity of respondents to the latest problems / problems, ie occur in the present that has led to environmental degradation. Interpretation of responses can fall under the very conscious, a little conscious, a little conscious, and unconscious, depending on the average to be collected in each item.

George and Jones stated, "Knowledge is what a person perceives, recognizes, identifies, or discovers from analyzing data and information." (Jennifer M. George and Gareth R. Jones, 2005:21). A similar opinion was expressed by Ehrlich, et al., "We define knowledge as accurate information that has been organized and evaluated by a human mind (or minds) and that has shaped actions, beliefs, attitudes, institutions or mental states (e.g. sense of well-being)" (Paul R. Ehrlich, et al., 2009:268.)

In relation to the environment, it is known as Environmental Knowledge. Some environmentalists provide different definitions according to their point of view. Among them is Laroche et al., as quoted by Molina, Sainz, &Olaizola, "Environmental knowledge can be defined as one's ability to identify a number of symbols, concepts, and behaviour patterns related to environmental protection'' (M.A. Vicente - Molina, A. Fernandez - Sainz, &J. Izagirre - Olaizola, 2013:4.).

Asunta states, "Learners' environmental knowledge, as it is understood in this study, consists of their factual knowledge about environmental phenomena, understanding and misunderstanding of the phenomena, and sources of learners' environmental information" (Tuula Asunta, 2003:36).

Locus of control is included in the main personality that influences the behavior of the organization. According to Kreitner and Kinicki personality is a stable and consistent pattern of behavior and determines how one reacts to inaction with others (Robert Kreitner &Angelo Kinicki, 2008:41). Kreitner and Kinicki mention there are seven main personality that affect the behavior of the organization, namely: (1) Locus of control; (2) Machiavellianism; (3) Self-esteem; (4) Self-monitoring; (5) Risk-taking; (6) Type A and B personalities; (7) Proactive personality (Robert Kreitner &Angelo Kinicki, 2008:46-51).

Locus of control was developed by Julian Rotter who focused on improving self-perception in the control that results in behavior. Locus of control refers to whether a person believes that the consequences of his behavior are controlled by internal (self) or by external (environment) (Neil R. Carlson, 2010:450). The concept of Locus of control was first formulated based on the theory of social learning. The locus of control refers to an individual's beliefs or expectations regarding the source of the causes of events occurring in his life i.e. a person's tendency to feel, whether the events that occur to him are controlled by forces from within or from outside him (John P Robinson &Philip Shaver, 991:414.).

Rotter states locus of control is a theory in personality psychology that shows the extent to which an individual's belief in controlling life affects them. Rotter explains about the tendency to associate the cause of self-behavior with the environment, personality can produce different patterns of behavior.

John Stewart and Gary D'Angelo (1982) see the essence of interpersonal communication centered on the quality of interparty communication. Participants relate to each other more as person (unique, able to

choose, have feelings, benefit, and reflect themselves) than as objects or objects (interchangeable, measurable, automatically respond to design and lack self-awareness).

Interpersonal communication expertise is the ability to respond positively to staff needs, fostering a non-discriminatory work environment where staff can develop their full personal potential, and delegation authority (Avkiran, 2000: 656).

Interpersonal communication competencies consist of a set of skills, knowledge of communication, and self-evaluation. Competent interpersonal communication skills include self-disclosure, feelings and thoughts, and description and support. (Robinson, 2006: 1).

Robbins and Hunsaker (2003) reviewed a large number of studies and synthesized interpersonal skills that appeared on most lists. Most of these skills belong to three categories of leadership, communication process and motivation. Personal skills under leadership relate to leadership style, handling conflicts, running meetings, building teams, and promoting change. The communication process includes sending messages, listening and providing feedback. Similarly, motivation is broken down into goal setting, clarifying expectations, persuading and empowering. Other interpersonal skills include negotiation (Bambacas and Patrickson, 2008: 52-53).

Research and methodology

The research method used is path analysis method, which is a research method used to uncover the influence between variables of knowledge about the environment, locus of control, innterpersonal communication, environmental awareness. In accordance with the title and existing problems, the implementation of research is carried out through path analysis method

Result and discussion

1. The Direct Influence of Knowledge about the Environment on Environmental Awareness

Based on the results of the calculation of path analysis with SPSS obtained direct influence of Knowledge about the Environment to Environmental Awareness of 0.459. This means that each increase of one unit of Knowledge about the Environment will increase Environmental Awareness by 18,968. The p-value of 0.000 is smaller than the value of 0.05 and obtained thitung 3.388 greater than the 1.661ttabel. This means that there is a positive and significant influence of Knowledge about the Environment on Environmental Awareness.

These findings reinforce theories that there is a relationship of Knowledge about the Environment to Environmental Awareness, Low environmental knowledge causes students to lack information that is the basis for behaving not to damage the environment. In accordance with the statement pe'er et al. (2007) low level of environmental knowledge becomes a factor that influences a person to ignore the implications of daily behavior on his environment. Based on the statement, it can also be said that students who have a moderate level of environmental knowledge tend to pay more attention and empathize with the consequences of their behavior to the environment. Students who have high environmental knowledge will be more aware to preserve their environment. According to Creech et al. (2009), that high environmental knowledge can increase environmental awareness, which leads to changes in one's behavior.

2. The Direct Influence of Locus of Control on Environmental Awareness

Based on the results of the calculation of path analysis with SPSS obtained the direct influence of Locus of Control on Environmental Awareness of 0.313. This means that each increase of one unit of Locus of Control will then increase Environmental Awareness by 18,968. The p-value of 0.000 is smaller than the value of 0.05 and obtained thitung 2.33 greater than the 1.661 ttabel. This means that there is a positive and significant influence of Locus of Control on Environmental Awareness.

These findings reinforce theories that there is a Locus of Control relationship to Environmental Awareness, as stated by Locus of control included in the main personality that influences the behavior of the organization. According to Kreitner and Kinicki personality is a stable and consistent pattern of behavior and determines how one reacts to inaction with others (Robert Kreitner &Angelo Kinicki, 2008:41). Kreitner and Kinicki mention there are seven main personality that affect the behavior of the organization, namely: (1) Locus of control; (2) Machiavellianism; (3) Self-esteem; (4) Self-monitoring; (5) Risk-taking; (6) Type A and B personalities; (7) Proactive personality (Robert Kreitner &Angelo Kinicki, 2008:46-51).

Locus of control was developed by Julian Rotter who focused on improving self-perception in the control that results in behavior. Locus of control refers to whether a person believes that the consequences of his behavior are controlled by internal (self) or by external (environment) (Neil R. Carlson, 2010:450). The

concept of Locus of control was first formulated based on the theory of social learning. The locus of control refers to an individual's beliefs or expectations regarding the source of the causes of events occurring in his life i.e. a person's tendency to feel, whether the events that occur to him are controlled by forces from within or from outside him (John P Robinson &Philip Shaver, 991:414.).

Rotter states locus of control is a theory in personality psychology that shows the extent to which an individual's belief in controlling life affects them. Rotter explains about the tendency to associate the cause of self-behavior with the environment, personality can produce different patterns of behavior.

According to Colquitt, Lepinne and Wesson Locus of control are reflecting whether an event was caused by the person himself or the outside environment. People who tend to have an external Locus of control, mean that they often believe events happening around them are driven by luck, coincidence, or destiny. Whereas people who tend to have a Locus of internal control mean that they believe in luck because of their own behavior (Jason A. Colquitt, Jeffery A. LePine, Michael J. Wesson, 2009:30).

3. The Direct Influence of Interpersonal Communication on Environmental Awareness

Based on the results of the calculation of path analysis with SPSS obtained the direct influence of Interpersonal Communication on Environmental Awareness of 0.632. This means that each increase of one unit of Interpersonal Communication will increase Environmental Awareness by 18,968. The p-value of 0.000 is smaller than the value of 0.05 and obtained thitung 11.376 greater than the 1.661ttabel. This means that there is a positive and significant influence of Environmental Awareness on Environmental Awareness. This finding reinforces the theories that John Stewart and Gary D'Angelo (1982) saw the essence of interpersonal communication centered on the quality of interparticle communication. Participants relate to each other more as person (unique, able to choose, have feelings, benefit, and reflect themselves) than as objects or objects (interchangeable, measurable, automatically respond to design and lack self-awareness). Robbins and Hunsaker (2003) reviewed a large number of studies and synthesized interpersonal skills that appeared on most lists. Most of these skills belong to three categories of leadership, communication process and motivation. Personal skills under leadership relate to leadership style, handling conflicts, running meetings, building teams, and promoting change. The communication process includes sending messages, listening and providing feedback. Similarly, motivation is broken down into goal setting, clarifying expectations, persuading and empowering. Other interpersonal skills include negotiation (Bambacas and Patrickson, 2008: 52-53).
The basic model of my interpersonal communication is summarized in the diagram as follows:
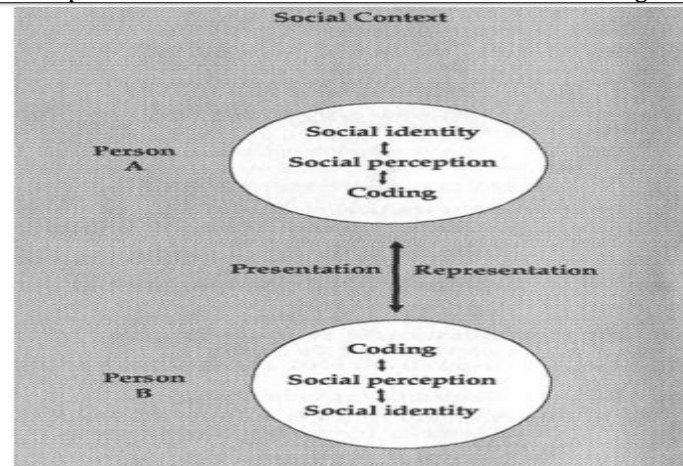
Source: Fields, D. (2002), Taking the Measure of Work :A Guide to Validated Scales for Organizational Research and Diagnosis, Sage, Thousand Oaks, CA

According to Kumar (in Wiryanto, 2005: 36) that the characteristics of interpersonal communication are: a. Openness (openess), which is the willingness to respond with pleasure to information received in the face of interpersonal relationships; B. Empathy, which is to feel what others are feeling. c. Support (supportiveness), which is an open situation to support effective communication. d. Positiveness, one must have positive feelings towards him, encourage others to participate more actively, and create communication situations conducive to effective interaction. E. Equality, which is a silent recognition that both parties value, are useful, and have something important to contribute. Based on the above exposure

on the characteristics of interpersonal communication, it can be concluded that in interpersonal communication, in order to obtain effective communication, oppennes, empathy, supportive attitude, positivenes and equality are needed.

Environmental awareness is a form of concern from the community to look more at the surrounding environment. There is a lot of good that arises if people have environmental awareness, one of which is by having the behavior of buying green products. Consciousness is formed if it has understanding. Consumers who have environmental awareness are those who understand or have environmental insights.

In wibowo research (2011) has gathered theories that define environmentally minded consumers as follows: 1) Types of consumers whose purchasing behavior is influenced by their orientation to the environment (Shrum, McCartny, and lowrey, 1995). 2) Consumers who pay attention to the impact of the production process and the cost of products on the environment (Carlson and Zinkhan, 1995). 3) Consumers who are environmentally minded as consumers who have pro-environmental values and attitudes (Webster in Moisander and Pesonen, 2002).

Environmental awareness is an effort that involves every citizen in fostering 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 (Neoloka, 2008, p. 19). The basic cause of environmental awareness is environmental ethics. Environmental ethics that until recently prevailed are environmental ethics based on a value system that seated man not part of nature, but man as conqueror and regulator of nature. In environmental education, the mental concept of man as a conqueror of nature needs to be transformed into a human being as part of nature (Neoloka, 2008, p. 18). According to Albayrak et al. (2013) in his research measuring concern or awareness in the environment measured from three dimensions, consisting of selfish care, altruistic care and biosperic concern.

With the development of insights into the harmful impacts of lifestyles practiced in modern society on the environment, environmental awareness of behavioral change has become a major focus of not only environmental policy but also applying environmental psychology. An established theoretical framework is needed to understand the development of environmentally friendly behavior (Dian R. Sawitria, H. Hadiyantob, Sudharto P. Hadic, 2015: 27 – 33).

Environmental awareness behavior is a term used to identify a person's behavior at work so that it can be called part of a job performance. This behavior tends to see an employee as a social being who is a member of an organization, as opposed to a selfish individual being. As a social being, man has the ability to have empathy for others and organizations, aligning his values with the values that the organization has. This is done to maintain and improve better social interaction. If a person in the organization has citizenship behavior, then the effort to control decreases, because the employee can control his own behavior or choose the behavior best for the benefit of his organization (Stephen P. Robbins &Timothy A. Judge, 2011:60). Those who are well-behaved tend to help others, are unselfish, actively engage in organizational activities, avoid unnecessary conflicts, perform tasks beyond the requirements of normal roles, and patiently face something inappropriate.

An important premise of this behavior is the presence of a positive attitude towards the environment. This attitude has been studied in relation to the educational process, peculiarities and psychological factors. Studies have shown that more years of education are strongly correlated with broader knowledge of environmental issues. Nevertheless, more education does not necessarily mean an increase in environmental awareness behavior (Kollmuss & Agyeman, 2002). Student academic orientation is also important in environmental attitudes. For example, students from natural science courses know more about environmental issues and reports that are more emotionally affected than others. There are significant differences between Asian and Western countries regarding environmental values (Aoyagi-Usui et al., 2003). In Japan traditional values correlate strongly with environmental ideas (energy saving and green consumer behavior) than in the Netherlands. Strong relationships were also found between pro-environmental attitudes, gender and age (Gifford, Hay & Extravagant, 1982). Compared to men, women know less about environmental issues, but are more committed and emotionally engaged in solving those problems. As far as age is concerned, older students seem to know more about environmental issues than younger ones.

4. The Direct Influence of Knowledge about the Environment on Interpersonal Communication

Based on the results of the calculation of path analysis with SPSS obtained direct influence of Knowledge about the Environment on Interpersonal Communication by 0.538. This means that each increase of one unit of Knowledge about the Environment will increase Interpersonal Communication by 90.21. The p-value of 0.000 is smaller than the value of 0.05 and obtained thitung 29.739 greater than the 1.661ttabel. This means that there is a positive and significant influence of Knowledge about the Environment on Interpersonal Communication.

These findings reinforce theories that there is a relationship of Knowledge about the Environment to Interpersonal Communication, as described in John Stewart and Gary D'Angelo (1982) looking at the essence of interpersonal communication centered on the quality of interparticient communication. Participants relate to each other more as person (unique, able to choose, have feelings, benefit, and reflect themselves) than as objects or objects (interchangeable, measurable, automatically respond to design and lack self-awareness).

Interpersonal communication expertise is the ability to respond positively to staff needs, fostering a non-discriminatory work environment where staff can develop their full personal potential, and delegation authority (Avkiran, 2000: 656).

Interpersonal communication competencies consist of a set of skills, knowledge of communication, and self-evaluation. Competent interpersonal communication skills include self-disclosure, feelings and thoughts, and description and support. (Robinson, 2006: 1).

Robbins and Hunsaker (2003) reviewed a large number of studies and synthesized interpersonal skills that appeared on most lists. Most of these skills belong to three categories of leadership, communication process and motivation. Personal skills under leadership relate to leadership style, handling conflicts, running meetings, building teams, and promoting change. The communication process includes sending messages, listening and providing feedback. Similarly, motivation is broken down into goal setting, clarifying expectations, persuading and empowering. Other interpersonal skills include negotiation (Bambacas and Patrickson, 2008: 52-53).

According to Kumar (in Wiryanto, 2005: 36) that the characteristics of interpersonal communication are: a. Openness (openess), which is the willingness to respond with pleasure to information received in the face of interpersonal relationships; B. Empathy, which is to feel what others are feeling. c. Support (supportiveness), which is an open situation to support effective communication. d. Positiveness, one must have positive feelings towards him, encourage others to participate more actively, and create communication situations conducive to effective interaction. E. Equality, which is a silent recognition that both parties value, are useful, and have something important to contribute. Based on the above exposure on the characteristics of interpersonal communication, it can be concluded that in interpersonal communication, in order to obtain effective communication, opennes, empathy, supportive attitude, positivenes and equality are needed.

5. The Direct Influence of Locus of Control on Interpersonal Communication

Based on the results of the calculation of path analysis with SPSS obtained the direct influence of Locus of Control on Interpersonal Communication by 0.858. This means that each increase of one unit of Locus of Control will then increase Interpersonal Communication by 66,586. The p-value of 0.000 is smaller than the value of 0.05 and obtained thitung 7.138 greater than the 1.661 ttabel. This means that there is a positive and significant influence of Locus of Control on Interpersonal Communication.

These findings reinforce theories that there is a Locus of Control relationship to Interpersonal Communication. Interpersonal Communication is a specific skill that individuals use to interact and communicate with others: resolving conflicts, communicating clearly, following instructions, etc. Individuals who do not have these skills can be excluded from positive interactions with peers and may be problems in relationships with their communities, which can lead to the risk of poor academic performance (Bloom, Karagiannakis, Toste, Heath &Konstantinopoulos, 2007).

Individuals with underdeveloped Interpersonal Communication are often not only problems in interacting with society, but also long-term problems in psychosocial development (Bulman, no date). Individuals with Interpersonal Communication are lacking the skills of cooperation and communication as well as the ability to respond positively to peers and the ability to develop friendships (Bilić, 2007). Therefore, the ability to communicate plays a very important role in interpersonal communication because with communication they are able to have complete social skills. So there is a direct influence between Locus of Control on Interpersonal Communication. This finding is also reinforced by research conducted by Stephanie (2017)

titled The Influence of Interpersonal Communication Training on Improving Communication and Cooperation in Children at RPTRA Anggrek Bintaro. This training is intended to improve interpersonal communication of school-age children (7-12 years old), especially the ability to communicate and cooperate. The result of this training is Lous of Interpersonal Control (communication and cooperation) rptra anggrek bintaro children have improved.

6. Direct Influence of Knowledge about the Environment on Locus Of Control
Based on the results of the calculation of path analysis with SPSS obtained direct influence of Knowledge about the Environment on the Locus of Control of 0.523. This means that each increase of one unit of Knowledge about the Environment will increase the Locus of Control by 29.94. The p-value of 0.000 is smaller than the value of 0.05 and obtained thitung 41,720 greater than the 1,661ttabel. This means that there is a positive and significant influence of knowledge about the Environment on the Locus Of Control.

These findings reinforce theories that there is a relationship of Knowledge about the Environment to the Locus Of Control, as stated by Knowledge can be distinguished in implicit and explicit knowledge. Implicit knowledge is in the head of experts and exceeds the amount of explicit and codifiable knowledge, which can be unearthed from implicit knowledge as a subset. Implicit knowledge is personal, context-specific and often very difficult to communicate. On the one hand it consists of individual models of understanding and defining subjectively. On the other hand it consists of cognitive elements. This can be a technical element such as an individual's ability, developed by experience in practical situations. Instead explicit knowledge is codeable, which means that it can be captured by systematic language and stored, manipulated and transmitted on different media.

In relation to the environment, it is known as Environmental Knowledge. Some environmentalists provide different definitions according to their point of view. Among them is Laroche et al., as quoted by Molina, Sainz, &Olaizola, "Environmental knowledge can be defined as one's ability to identify a number of symbols, concepts, and behaviour patterns related to environmental protection'' (M.A. Vicente - Molina, A. Fernandez - Sainz, &J. Izagirre - Olaizola, 2013:4.). Environmental knowledge can be defined as a person's ability to identify a number of symbols, concepts, and behavioral patterns related to environmental protection. Thus environmental knowledge includes symbols, concepts, and patterns of behavior related to efforts to protect the environment from the danger of damage or disturbance.

Asunta states, "Learners' environmental knowledge, as it is understood in this study, consists of their factual knowledge about environmental phenomena, understanding and misunderstanding of the phenomena, and sources of learners' environmental information" (Tuula Asunta, 2003:36). The knowledge of the environment that students have, consists of their factual knowledge of environmental phenomena, understanding and misunderstanding of phenomena, as well as sources of environmental information of learners.

Locus of control is included in the main personality that influences the behavior of the organization. According to Kreitner and Kinicki personality is a stable and consistent pattern of behavior and determines how one reacts to inaction with others (Robert Kreitner &Angelo Kinicki, 2008:41). Kreitner and Kinicki mention there are seven main personality that affect the behavior of the organization, namely: (1) Locus of control; (2) Machiavellianism; (3) Self-esteem; (4) Self-monitoring; (5) Risk-taking; (6) Type A and B personalities; (7) Proactive personality (Robert Kreitner &Angelo Kinicki, 2008:46-51).

Locus of control was developed by Julian Rotter who focused on improving self-perception in the control that results in behavior. Locus of control refers to whether a person believes that the consequences of his behavior are controlled by internal (self) or by external (environment) (Neil R. Carlson, 2010:450). The concept of Locus of control was first formulated based on the theory of social learning. The locus of control refers to an individual's beliefs or expectations regarding the source of the causes of events occurring in his life i.e. a person's tendency to feel, whether the events that occur to him are controlled by forces from within or from outside him (John P Robinson &Philip Shaver, 991:414.).

Rotter states locus of control is a theory in personality psychology that shows the extent to which an individual's belief in controlling life affects them. Rotter explains about the tendency to associate the cause of self-behavior with the environment, personality can produce different patterns of behavior.

According to Colquitt, Lepinne and Wesson Locus of control are reflecting whether an event was caused by the person himself or the outside environment. People who tend to have an external Locus of control, mean that they often believe events happening around them are driven by luck, coincidence, or destiny. Whereas people who tend to have a Locus of internal control mean that they believe in luck because of their own behavior (Jason A. Colquitt, Jeffery A. LePine, Michael J. Wesson, 2009:30).

Based on some of the above understandings, it can be said that Locus of control is a person's tendency in assessing success and failure. Success or failure is caused by the ability that he has (internal) or because of factors that are outside him (external).

7. The Indirect Influence of Knowledge about the Environment on Environmental Awareness through Interpersonal Communication

Based on the results of the calculation obtained the indirect influence of Knowledge about the Environment on Environmental Awareness through Interpersonal Communication amounted to 0.799. This means that each increase of one unit of Knowledge about the Environment through Interpersonal Communication will increase Environmental Awareness by 26.63. This means that there is a positive and significant influence of Knowledge about the Environment on Environmental Awareness through Interpersonal Communication.

These findings reinforce theories that there is a relationship of Knowledge about the Environment to Environmental Awareness through Interpersonal Communication, as stated by Spreitzer (1995), Knowledge of the Environment is defined as a leadership style involving employees at various levels of the hierarchy in decision making. Participatory leaders involve their subordinates in the decision-making process, so that social responsibility to students is emphasized.

Interpersonal communication that individuals need to have according to John Jarolimek (1997:208), is as follows: (1) living in cooperation with others, (2) learning self-control and leadership spirit to create a harmonious atmosphere between group members, and (3) exchange opinions in discussions with his group.

Referring to this, a leader who has good Interpersonal Communication can work well with his subordinates, create a harmonious working atmosphere with his subordinates, emphasize the social responsibility of students by always involving their subordinates to discuss in the decision-making process.

This finding is also reinforced by research conducted by Czerniachowicza &Wieczorek-Szymańskac (2017) titled The Relationships Between Leadership and Corporate Environmental Awareness. The results showed that there is a relationship between leadership and CSR. As well as providing recommendations for further study of the relationship between leadership concepts and corporate social responsibility.

8. The Indirect Influence of Locus of Control on Environmental Awareness through Interpersonal Communication

Based on the results of the calculation obtained the indirect influence of Locus of Control on Environmental Awareness through Interpersonal Communication amounted to 0.885. This means that each increase of one unit of Locus of Control through Interpersonal Communication will increase Environmental Awareness by 23,128. This means that there is a positive and significant influence of Locus of Control on Environmental Awareness through Interpersonal Communication.

This finding reinforces theories that there is a Locus of Control relationship to Environmental Awareness through Interpersonal Communication, as stated by Trenholm and Jensen (1996:96), in Fajar (2009:31), Locus of Control is the ability of a leader in conveying messages or information to his subordinates either directly or through the medium of communication.

Interpersonal communication that leaders need to have according to John Jarolimek (1997:208), is to learn self-control and leadership spirit to create a harmonious working atmosphere with his subordinates.

Environmental Awareness according to Lewis (2004:385), is the readiness of the individual in carrying out obligations and responsibilities as best as possible, daring to take consequences and risk his choices.

Referring to this, a leader who can convey messages or information to his subordinates well, and has a leadership spirit that can create a harmonious working atmosphere, so as to form a subordinate attitude that is ready in carrying out his obligations and responsibilities as best as possible.

This finding is also reinforced by research conducted by Fatemeh, Mohammadali, &Firoozeh (2018) titled The Effectiveness Of Communication Skills Training On Environmental Awareness Of Depressed Adolescent Females. The results showed that the results showed that there were significant differences in the post-test stage between the social responsibility (CSR) of the experimental group and the control group. In other words, communication skills training improves social responsibility.

II. CONCLUSION

Based on the description and analysis of data that has been done to test the influence of Knowledge about the Environment, Locus Of Control, Interpersonal Communication, and trust on Environmental Awareness, it can be concluded among others as follows:

1. There is a direct influence between Knowledge about the Environment and Environmental Awareness. This means that the higher knowledge about the environment owned by the leaders will increase the environmental awareness of the community.

2. There is a direct influence between the Locus of Control on Environmental Awareness. This means that the higher locus of control owned by the leaders will increase the environmental awareness of the community.

3. There is a direct influence between Interpersonal Communication to Environmental Awareness. It means that the higher interpersonal communication that leaders have will increase the community's Environmental Awareness.

4. There is a direct influence between Knowledge about the Environment and Interpersonal Communication. This means that the higher knowledge about the environment will improve the Interpersonal Communication of leaders.

5. There is a direct influence between the Locus of Control on Interpersonal Communication. This means that the higher the Locus of Control, the better the Interpersonal Communication of the leaders.

6. There is a direct influence between Knowledge of the Environment and Locus Of Control. This means that the higher the Knowledge of the Environment, the higher the Locus of Control of leaders.

7. There is an indirect influence between Knowledge about the Environment and Environmental Awareness through Interpersonal Communication. This means that the higher knowledge about the Environment and Interpersonal Communication owned by the leaders will increase the environmental awareness of the community.

8. There is an indirect influence between the Locus of Control on Environmental Awareness through Interpersonal Communication. This means that the higher the Locus of Control and Interpersonal Communication owned by the leaders, it will increase the environmental awareness of the community.

REFERENCES

1. Abdelhay, Ashraf Kamal (2008): The Politics of Language Planning in the Sudan: The Case Study of Naivasha Language Policy, PhD thesis (unpubl.), Linguistics and English language, University of Edinburgh.

2. Abdelhay, Ashraf Kamal (2010): "The politics of writing tribal languages in the Sudan: The case of colonial Nuba policy", *Journal of Multilingual and Multicultural Development*, 31(2).

3. Abdelhay, Ashraf, Al-Amin Abu-Manga and Catherine Miller (2015): "Language Policy and Planning in Sudan: From Local Vernaculars to National Languages". In B. Casciarri, M. A.M. Assal and F. Ireton (eds.), *Multidimensional Change in the Republic of Sudan (1989-2011): Reshaping Livelihoods, Conflicts and Identities.* New York and London: Berghahn, pp. 263-280.

4. Abu-Manga, Al-Amin (1978): Fulani and Hausa Speech Communities in Sudan: A Case Study of Maiurno in the Blu1e Nile Province, MA thesis (unpubl.). Khartoum: IAAS, University of Khartoum.

5. Abu-Manga, Al-Amin and Yousif Al Khalifa Abu Bakr (2006): *Awḍāc al-Lugha fī al-Sūdān* (Situations of language in the Sudan), Series of Linguistic Studies), no. 10, Khartoum: IAAS, University of Khartoum.

6. Abu-Manga, Al-Amin (2019): "Challenges to management of linguistic diversity in the Sudan". In:*С ЛЮбОВВьЮ К ВОСТОКУ* (With Love to the East), ed. by Igor V. Gerasimov & Vladimir N. Blondin. Saint-Petersburg: Art Express.

7. Aḥmad, Abdel Sīd Abdel Raḥmān (1996): al-Sulūk al-Lughawī li l-Aqalliyyāt ghayr al-cAarabiyya bi Shandi (The linguistic behaviour of non-Arab minorities in Shendi), unpublished MA thesis, Khartoum: IAAS, University of Khartoum.

8. Albino, O. (1970): *The Sudan: A Southern Viewpoint.* London: Oxford University Press.

9. Babiker, Abdel Rahim M. (2001): *Research Methodology: Research Proposal, A simplified Manual,* Sudanese Community Promotion Organization. Khartoum: the Academy Printing Press.

10. Baraka, Maher Zain. (1984): Language in Education and Policy: A Sudanese Case, PhD thesis (unpubl.), Department of Education, University of Wales.

11. Batibo, Herman M. (2013): "Maximising people's participation through optimal language policy: Lessons from the SADC Region", in: *Multilingual Education in Africa: Lessons from the Juba Language-in-Education Conference*, ed. by Hamish McIlwraith. British Council, UK: London, pp. 109-116.

12. Bell, Herman (1995): "The Nuba Mountains: Who spoke what in 1976?", A communication presented to the third Conference on Language in Sudan (Language situation in Sudan), IAAS, University of Khartoum (3-5 December 1995). Retrieved on 27/6/2019 at: https://org.uib.no/smi/sa/tan/nuba.html

13. Berair, Ahmed Al-Sādiq (2007): Linguistic Politics in Sudan: Issues of Power, Ideology and Cultural Difference, PhD diss. (unpubl.).Khartoum: IAAS, University of Khartoum.

14. Beshir, M.O. (1969): *Educational Development in the Sudan, 1898 to 1956.* London: Clarendon Press.

15. Birair, Aḥmad Ṣādiq (2010): "al-Khariṭa al-lughawiyya fī al-Sūdān wa qaḍāya al-huwiyya wa al-muwāṭana" (Sudan linguistic map and the issues of identity and citizenship). In: Ittiḥād al-Kuttāb al-Sūdāniyyīn, 2ed edition, *al-Mu'tamar al-Rābiᶜ: al-Muwāṭana wa Taqrīr al-Maṣīr bayn al-Wuḥda wa al-Infiṣāl* (the Fourth Conference: Citizenship and Self-determination between Unity and Secession), Sharja Hall, 27-28 December, pp. 115-121.