TEACHER PERCEPTION ON STUDENTS' BEHAVIOR, ENVIRONMENT CARE CULTURE ON THE CREATION OF HEALTHY SCHOOL

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ARTICLE INFO	ABSTRACT
	Abstract:. Environment is a key factor in improving healthy full-day school activities. It has direct impacts on the creation of children's learning enjoyment. The purposes of this research are to explore students' perspectives on Student Friendly Behavior, Environment Care Culture and their effects on the creation of Clean and Healthy School. This research involved 242 Elementary School teachers as participants. Data were collected through questionnaire and analyzed employing Path analysis technique. Results indicated that both student-friendly behavior and environmental care culture influenced the creation of healthy and clean schools. School leaders need to concern on this factor in building effective schooling systems. Other studies are suggested to focus on wider targets in order to gain more comprehensive findings on this environment factor. **Abstrak:** Lingkungan merupakan faktor kunci dalam meningkatkan kegiatan sekolah *full-day* yang sehat. Hal tersebut berdampak langsung pada terciptanya suasana yang kondusif untuk anak. Penelitian ini bertujuan untuk menggali perspektif siswa tentang Perilaku Ramah Siswa, Budaya Peduli Lingkungan dan pengaruhnya terhadap terciptanya Sekolah Bersih dan Sehat. Penelitian ini melibatkan 242 guru SD sebagai partisipan. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan teknik analisis jalur. Hasil penelitian menunjukkan bahwa baik perilaku ramah siswa dan budaya peduli lingkungan mempengaruhi terciptanya sekolah yang sehat dan bersih. Para pemimpin sekolah perlu memperhatikan faktor ini dalam membangun sistem persekolahan yang efektif. Penelitian lain disarankan untuk fokus pada target yang lebih luas untuk mendapatkan temuan yang lebih komprehensif tentang faktor lingkungan ini.

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INTRODUCTION

Environment is one of the key factors in building both children character and their cognitive achievements for the school organizations. School is a formal institution that can introduce children with social life and rules, and it potentially influences a child's healthy behavior (Stephan, Lever, Bernstein, Edwards, & Pruitt, 2016). The effective arrangement of the school environment is then highly needed.

The success of education cannot be separated from the environmental conditions around the school (Cetin-Dindar, 2016; Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019). The school environment consists of various components including interaction patterns, and communications among the school community, school infrastructure, school security, traffic safety, and comfortable classes and playgrounds. Besides being related to the comfort of students in learning, the school environment also influences a child's future vision. A study conducted in Sweden states that the school environment contributes to the formation of

students' beliefs about their future (Alm, Brolin, Sandahl, & Modin, 2019). A child who goes to school in a comfortable place, qualified teacher services, and supportive school infrastructure can provide children confidence to be leaders in the future. This is reasonable regarding the child's satisfaction on learning, and will support to create more active learnings.

School infrastructure and environment can be established involving a variety of efforts conducted by school principals (Monroe, Plate, Oxarart, Bowers, & Chaves, 2019). Studies conducted in Indonesia and Malaysia found relations between school organizational culture and classroom activities with the effectiveness of soft skills improvement for students (Sobri, Hanum, Zulnaidi, Ahmad, & Alfitri, 2018). School culture is a pattern of interaction and school environment conditions that affect the comfort and work patterns of school community. Meanwhile, class activities are various activities carried out in the classroom that may support the achievement of students competencies. This is in line with a research finding that school environment encouraged the engggagement of students in creative learning activities (Hashim & Denan, 2015). The study also found that students who enjoyed the natural environment are more excited to learn and being more creative. Such conditions usually provide a fresh sitruation and inspiration to learners. So students who study in a natural environment will be more creative and able to develop new things.

School environments contribute to fostering student beliefs about a better future (Alm et al., 2019). Principals, then should more concern on these positive effects since they contribute to building quality school graduates. People especially parent also have to be encouraged to support this condition in order to provide safe and healthy school environment. It is also able to enhance student performance as well as their personalities and soft skills (Sobri et al., 2018). Other studies also sugested the creation of healthy and safe school environment can be initiated from providing constructive school culture, activities, and environments which support student achievements. Thus, all stakeholders are necessary to have comprehensive understanding on these elements and support school efforts in order to maximize students capacities.

A lot of students have been reported experiencing bullying, physical, mental and sexual harrasments at some schools. This condition has raised education policymakers to find solutions to these issues by offering the concept of child-friendly schools. The Minister of Women's Empowerment and Child Protection states that child-friendly schools are a condition of schools that are safe, clean, healthy, well cared environment cultures. Such conditions are able to ensure the fulfillment of children rights on having protections from violence, discrimination, and other criminal actions (Yembise, 2015). Child-friendly school is an effort to maintain children rights and protection during school hours (KLA, 2017).

This concept has been implemented within school systems in many countries. Schools have to provide a sense of security and comfort so children are excited and able to optimize their learning capacities. Schools must become a happy place, and loved by children. If a school has a condusive environment, its students will eagerly stay in to learn. They will be performing as discipline and responsible persons, independence, and creative.

The integration of the healthy, friendly, and culture concepts becomes the main factors in establishing comfortable and enjoyable school organization. This study tries to investigate the relationships and impacts of these three variables. Results of this study produced a structure and pattern of relationships that can be used as guidelines in designing and building healthy and safety schools.

METHOD

This study used a quantitative approach with the aim is to investigate how are the relationships between children-friendly management, school culture, and healthy environment and their effects on student learning activities. The theoretical model of this study is proposed to test the relationships of these variables as shown in Figure 1.
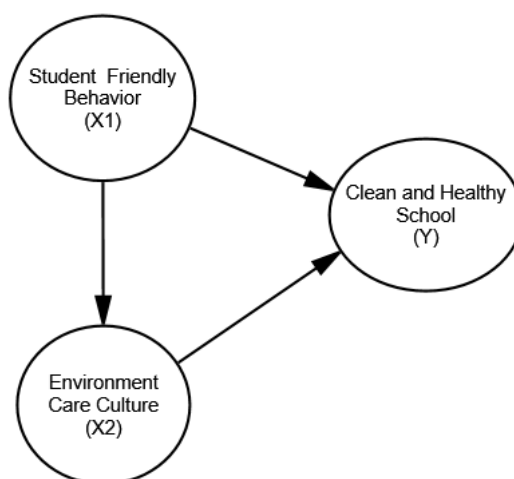

Figure 1. Theoretical Framework

In line with the objectives of the study, this study employed CFA in order to test the measurement model, and path analysis to examine relations and effects of independent variables on their specified criterion variables. This method helps researchers to build complex relationship models and to analyze direct and indirect effects (Al-husseini & Elbeltagi, 2018; McNabb, 2018). The measurement model discusses and evaluates the reliability and validity of indicators to measure hypothesized model, while the structural model examine relationships and effects of the researched variables (McNabb, 2018; Westland, 2019).

The validity of measurement model was determined based on goodness of fit values obtained by each variable. To evaluate the validity of the measurement model, the scales or the measures proposed in the model is subject to be tested through a construct validity procedure. The variables of the measures that were tested including Student Friendly Behavior (X1) and Environment Care Culture (X2) on the creation of Clean and Healthy School (Y).

The construct validity of the measures was tested through using Confirmatory Factor Analysis (CFA). Based on this procedure, items of the measures that have loading values more than 0.5 were included in the model. Reliability is assessed based on Composite Reliability (CR), where each indicator must exceed the value of 0.70 (Westland, 2019). Table 1 shows all the scales obtained high loadings. This means that all indicators effectively reflect their respective latent variables, and thus, can be retained as the measures for further analysis.

Tabel 1. Convergent Validity Test

Factor	Item Code	Loading	AVE	CR
Student Friendly Behavior	SFB1	0,869	0,860	0,961
	SFB2	0,956		
	SFB3	0,942		
	SFB4	0,940		
	SFB5	0,863		
	SFB6	0,901		
	SFB7	0,914		
	SFB8	0,885		
	SFB9	0,871		
	SFB10	0,892		
Environment Care Culture	ECC1	0,798	0,709	0,924
	ECC2	0,867		
	ECC3	0,826		
Clean and Healthy School	CHS1	0,933	0,892	0,961
	CHS2	0,942		
	CHS3	0,905		
	CHS4	0,895		
	CHS5	0,893		
	CHS6	0,956		
	CHS7	0,857		
	CHS8	0,946		
	CHS9	0,952		
	CHS10	0,935		

Note: N = 242, AVE = Average Variance Extracted, CR = Construct Reliability

Table 2. The Fit Indices of the Model

No.	The goodness of Fit Indices	Test Results	Cut-Off Value	Classification
1	X² Chi-Square	115,817	≤ 117,631	Good
2	Probability	0,064	≥ 0,050	Good
3	RMSEA	0,041	≤ 0,080	Good
4	GFI	0,906	≥ 0,900	Good
5	TLI	0,967	≥ 0,950	Good
6	CFI	0,974	≥ 0,950	Good

The goodness of fit index obtained was in the range of acceptable values as listed in Table 2. This achievement can be interpreted that the developed instrument model was valid and reliable, thus can be used for further analysis.

RESULTS AND DISCUSSION

Data analysis results started through testing effects of Student Friendly Behavior (X1) and Environment Care Culture (X2) on the creation of Clean and Healthy School (Y). Based on the fit indices listed in Table 2, it can be interpreted that the proposed model provided seen that all indexes are within the recommended criteria, χ^2 = 115,817; GFI = 0.906; TLI = 0.967; CFI = 0.974; RMSEA = 0.041. Results of hypotheses testing are summarized in Table 3. The proposed model captured the covariance between the measures (see Figure 2). Constraints imposed on the model are consistent with data indicating the three hypotheses are accepted. In other words, the data fit the hypothesized measurement model developed in this study.
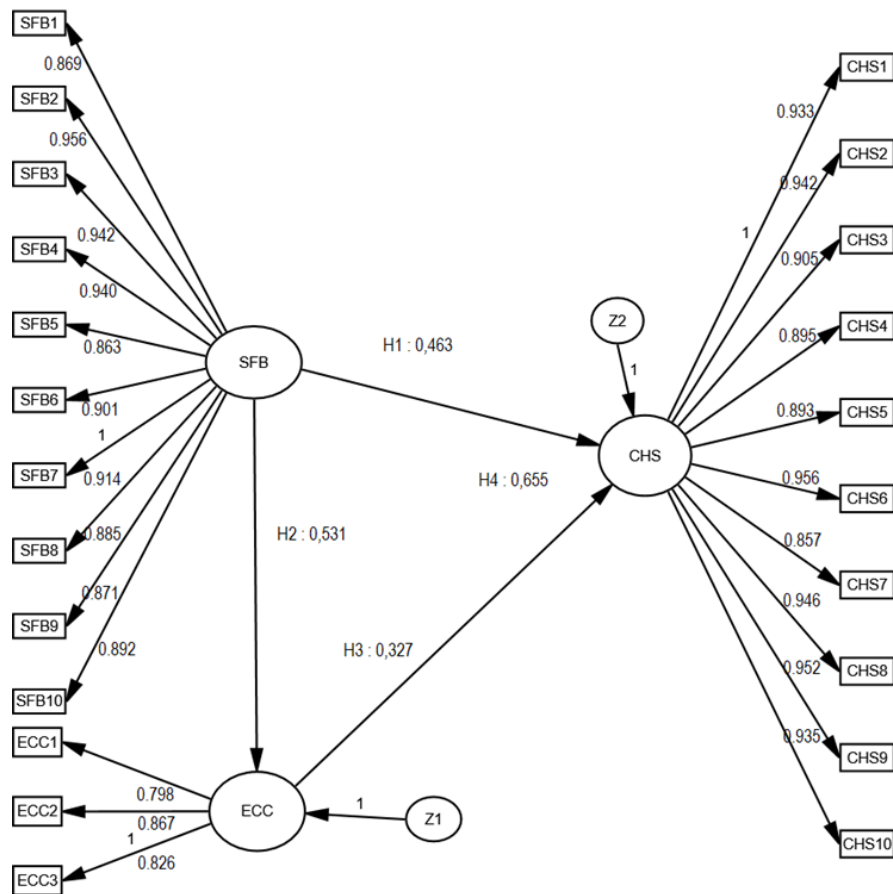

Figure 2. SEM Test Results

Table 3. Hypotheses Testing Results

Variable	Hypothesis	P count	Cut of Value	Conclusion
Y ← X1	Ho: there is no correlation between student friendly behavior on the creation of clean and healthy school variable H1: there is a correlation between student friendly behavior on the creation of clean and healthy school variable	0,014	0,050	H1 accepted
X2 ← X1	Ho: there is no correlation between student friendly behavior to environment care culture variable H1: There is a relationship between student friendly behavior to environment care culture variable	0,001	0,050	H1 accepted
Y ← X2	Ho: There is no relationship between the variable environment care culture on the creation of clean and healthy school variable H1: There is a relationship between the variable environment care culture on the creation of clean and healthy school variable	0,000	0,050	H1 accepted
Y ← X1 , dan X2	Ho: There is no simultaneous relationship between student friendly behavior and environment care culture on the creation of clean and healthy school variable H1: There is a simultaneous relationship between student friendly behavior and environment care culture on the creation of clean and healthy school variable	0,000	0,050	H1 accepted

Tabel 4. Direct and Indirect Relationship Between Variables

No.	Variable	Relations		Total
		Direct	indirect	
1	X1 with X2	0,531	-	0,287
2	X2 with Y	0,327	-	0,327
3	X1 with Y	0,463	0,223	0,686
4	X1, and X2 (simultaneous) with Y	0,655	-	0,655

Based on Table 4, it was found that:

1. Student friendly behavior (X1) have a direct contribution on the creation of clean and healthy school (Y), with a magnitude of influence of 0.463 or 46.3%.
2. Student friendly behavior (X1) have a direct contribution to the environment care culture (X2), with an influence of 0.531 or 53.1%.
3. The variable of environment care culture (X2) has a direct contribution on the creation of clean and healthy school variable (Y), with a magnitude of influence of 0.327 or 32.7%.
4. The contribution of student friendly behavior (X1), and environment care culture (X2), on the creation of clean and healthy school (Y) simultaneously was 0.655 or 65.5%.
5. Student friendly behavior (X1) have an indirect contribution on the creation of clean and healthy school (Y) through environment care culture (X2) of 0.223 (22.3%), with the total contribution of student friendly behavior (X1) on the creation of clean and healthy school (Y) of 0.686 (68.6%).

Based on data analysis it was found that Student Friendly Behavior had a direct contribution to establishing clean and healthy schools. Efforts to create a clean and healthy school in terms o of a comfortable school as a place of learning for students require the implementation of good child-friendly school concepts (Caro, Altenburg, Dedding, & Chinapaw, 2016; Friend & Morrison, 2015).

Experiences on bullying, physical, mental and even sexual violence against children in school lately has encouraged education policymakers to find solutions to these destructive issues. The concept chosen by the Indonesian government is to create a child-friendly school organizations.

Child-friendly schools are an implementation of the world's understanding of human rights and the right to education. Schools must provide a sense of security so that children will be excited and able to optimize their potential (R. A. Hall, 2016; Martin, 2018). The application of child-friendly schools is one of which has an important role is the teacher (Desimone & Garet, 2015; W. J. Hall & Chapman, 2018). Based on the results of research the role or behavior of teachers in the creation of a safe school can be identified began to eliminate the culture of punishment that does not educate, do not discriminate, make learning comfortable and fun, and actively involve students in learning activities (Claessens et al., 2017). All students have the same right to study in school, the establishment of a safe or child-friendly school will support students in learning (Brassard & Fiorvanti, 2015; Martin, 2018).

It is not only the teacher who has a role in securing a safe school to create a school that is comfortable for student learning, but the most important is the Principal (Goodall, 2015). Principals as the highest leaders in educational institutions have the authority to make policies related to the creation of safe schools (Carpenter, 2015; McIsaac, Read, Veugelers, & Kirk, 2017). The leader should prioritize the creation of a safe school so that negative events do not occur in the school, so students feel comfortable to learn at school.

Furthermore, the results of the study also showed that the student friendly behavior variable, had a direct and significant contribution to the environment care culture. Child-friendly schools are an effort to realize the fulfillment of children's rights and protection while in school, through school efforts to make schools a clean, safe, friendly, beautiful, inclusive, healthy, beautiful and comfortable place (KLA, 2017). This shows that it is important in the context of the establishment of schools that care and are cultured in the environment, schools should also protect students so that bullying and discrimination do not occur. A safe and child-friendly school will create a school that cares and is cultured in the environment.

The environment care culture variable have a direct and significant contribution on the creation of clean and healthy school. Besides being related to the comfort of students in learning at school, the school environment also influences a child's future vision. Research conducted in Sweden states that the school environment contributes to the formation of students' beliefs about their future (Alm et al., 2019).The development of a school that cares and has a good environmental culture will benefit individuals and groups in the school and all education stakeholders including the creation of a comfortable school (Che Ahmad, Shaharim, & Abdullah, 2017).

The contribution of student friendly behavior, and environment care culture on the creation of clean and healthy school simultaneously was 0.655 or 65.5%. This means that the student friendly behavior and the environment care culture variable together has a positive and significant effect on the creation of a clean and healthy (comfortable) school. School infrastructure and environment can be created with a variety of efforts that can be done by school principals, a study conducted in Indonesia and Malaysia related to the factors driving the creation of student soft skills is school culture and activities in the classroom (Sobri et al., 2018). School culture is a pattern of interaction and school environment conditions that affect the comfort and work patterns of school residents (Dutta & Sahney, 2016; Kwong & Davis, 2015). Meanwhile, class activities are various activities that are held in the classroom that support the achievement of competencies that students must master (Blazar & Kraft, 2017; Griggs & Tidwell, 2015).

In line with the results of the study which showed that the student friendly behavior, had an indirect contribution on creation clean and healthy (comfortable) schools through environment care culture by 0.223 (22.3%), with the total contribution of student friendly behavior towards clean and healthy (comfortable) schools of 0.686 (68.6%). In line with the research, there is a research result which states that the state of the school environment in the surrounding environment encourages student creativity (Hashim & Denan, 2015). Some of the studies stated that in order to establish a healthy and comfortable school environment, it was necessary to start with creating a child-friendly school and creating a constructive school culture, implementing various class activities that support the achievement of competencies and managing the environment around the school so that they could participate in creating comfort in the school. The end of a healthy and comfortable school will affect the output of education ie quality school leavers (La Salle & Sanetti, 2016; Maxwell, Reynolds, Lee, Subasic, & Bromhead, 2017; Wang & Degol, 2016).

CONCLUSION

Based on the results and discussion as mentioned above, this research conclude that the creation of a clean and healthy school cannot be separated from school safety. Safe school means a school that can provide security from fearness, violence; and creating a pleasant school climate. Effects of the safety variable is quite strong. This indicate that school managers have to to pay attention to these conditions. Schools that care about and are cultured in the environment are intended as a state of the school implementing the principles of caring for children and high awareness to protect the environment. Theese are also influenced by the variable of school safety. The implication is that school managers must also pay attention to the quality of school safety so that the needs of environmental care and culture can be performed. Caring attitudes and culture mindset influenced the creation of clean and safe school places. This means that there is a reciprocal relationship between the two variables. On the other hand, clean and healthy schooling is also determined by the concern of the school community towards their children, and their way of thinking and behavior in treating school environmental and supporting culture. The establishment of a clean and healthy school is also influenced by two main variables

including safe schools and well carred -attitudes upon school community members. Principals and other school personnel must concern on school safety, need to improve school organizational culture, and positive mindset in creating a school conditions as well as clean and healthy environment. Overall, the three variables have mutual effects. This indicates that principals, teachers, and policymakers should consider these factors in creating a clean and healthy school environment.

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