ANALYSIS OF STUDENTS ECOLOGICAL INTELLIGENCE

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Abstract. In December 2018, Kuningan University launched the Green Campus. The eco-campus program is motivated by, among others, that the campus environment is expecting to be a comfortable, clean, shady (green), beautiful, and healthy place to gain knowledge. The campus environment as an inseparable part of the urban ecosystem is not insignificant in its role and contribution to increasing or reducing global warming. Besides that, what is also important is how the campus community can implement Environmental Science and Technology in a Real Field. Therefore the Eco-Campus program is aimed at increasing the awareness and concern of the campus community as a collection of scientific societies to participate and be responsible for reducing Global Warming. However, er, of all these issues, the most important thing is how we can apply the concept in our daily behavior better known as green behavior, then how this behavior can be transmitted and taught in the context of education. Sometimes we think too hard about behaviors like what can say green behavior.

Keywords: Ecological Intelligence; eco-campus, green campus, green behavior, ecological.

INTRODUCTION ~ In December 2018, Kuningan University declared it a green campus. The eco-campus program is motivated by, among other things that, the campus has been expecting to be a place that is comfortable, clean, quiet (green), beautiful, and healthy in technical knowledge and skills. The campus environment as an integral part of the urban ecosystem is not a bit role and contribution to increasing as well in reducing global warming. Besides, no less important is how the campus community to implement science and technology fields in the Real Environment. Therefore the Eco- Campus program is Aiming to raise awareness and concern of the campus community as a collection of the scientific community to participate and participate and take responsibility for reducing global warming.

Environmental Issues Important in Learning Reasons for the Big Issues of Social Problems Students in school, often faced with facts about the environment, life, but not many who ask questions relating to the environment and how to react. Environmental problems such as floods, forest fires, mounting rubbish, dirty environments, and epidemics that they often see or often experience, are often only considered problems that occur and are not considered problems by the students themselves.

Disposing of trash is not in the trash; it is an indication that students still care about the environment. The low creativity of teachers in providing ongoing learning about caring

The environment also contributes to the growth of students' sense of ignorance about the environment.

However, of all these critical problems is how we can apply these concepts in our daily behavior, better known as green behavior, then how this behavior can be transmitted and taught in an educational context. Sometimes we are thinking hard about what kind of behavior can regard as

green behavior. Put, what can we demonstrated as a green behavior on campus or school is in choosing healthy snacks and in the pattern of consumption of bottled water (Supriatna, 2016: 302). No doubt in the school/campus and even workplace has a cafeteria where consumption levels are high enough on the food and beverage packaging, in addition to health problems over the choices of food, also affect the production of waste, especially plastic waste is large enough that can pollute the environment. Thus, it is essential that the concept of green is not limited to knowledge but should be more meaningful to its application in everyday life.

To get a description of the level of students' ecological intelligence at the Education Faculty of Kuningan University, researchers develop instruments such as interview guides and compile a questionnaire distributed to 309

METHOD

This research is a descriptive study with a qualitative approach. The location in this study was determined intentionally (purposive), which has been carrying out in the Education Faculty of Kuningan University. The subjects of the research were Education Faculty Students of Kuningan University. The primary data sources in qualitative research are the words and actions obtained from informants through interview s, and the rest is additional data such as documents and others.

RESULTS AND DISCUSSION

Results

students. Instruments were arranging was to assess knowledge, attitudes, and skills related to ecological intelligence. The questionnaire had been testing beforehand, in which all items of 20 items declared valid and reliable.

Table 1. The Average Score

Indicator	Mean	Average Low		Average High	
		Value	Item No.	Value	Item No
Know ledge	2,893	2,586	14	3,172	13
Attitude	3,042	2,573	11	3,738	19
Skills	2,782	2,547	1	3,032	16

The average for the whole item questionnaire ecological intelligence was 2.90 (middle category).

Discussion

Green Campus programmed of Kuningan University demanding not only the physical infrastructure but also of human consciousness that exists on campus to run

the program. Moreover, the majority of people who live on campus are students. Referring to the opinion of Freire, Kahn, and Kinchloe, the educational process has carried out in line with the green campus should be able to explain the context of the problems facing humanity on the issues raised. Thus, the concept of a green campus is not solely confined to the

beautiful environment, green, with a landscaped garden and a cleanliness issue per se, but the extent of the campus can form the human consciousness of the essential human relationship with the environment.

Protege became the subject of the study, subjects who act and think, and at the same time talking declare the results of actions and his thoughts. So is the guru. So, they (students and teachers) to learn from each other, humanizing each other. In this process, teachers submit material for consideration by the teachers themselves and student consideration retested after consideration reunited with his students and vice versa. Their relationship became subjects, not subject-object. Their object is the reality. It creates an atmosphere of dialogue that is inter subjects to grasp an

Object together. Awareness is a core process of Freire that characterizes human consciousness into a magical consciousness, naval consciousness, and critical consciousness.

1. Consciousness, which is an awareness of not being able to see the link between the factors with other factors. For example, poor people are not able to see the link between their poverty with the political system and culture. Magical consciousness more sees beyond human factors (natural and supernatural) as the cause and helplessness.

2. Naïve consciousness, a state of consciousness that is categorizing into more see the human aspect of the root cause of social problems.

3. Critical consciousness, this awareness is looked at aspects of the system and structure as the source of the problem—structural approach to avoid "blaming

the victims" and over-analyzing. To critically aware of the structure and system of the social, political, economic, cultural, and consequently on the state of society.

By actively act and think as actors, to be directly involved in real problems, and an atmosphere of dialogue, then the oppressed Freire immediately raise aw arenes that keep a person from "fear of freedom." By way of resisting domination, taming, and oppression, then the education of the oppressed Freire directly and vividly arrived in recognition of the importance of the aw arenes process. Liberation and

Human *pemanusiaan* can only be done in a genuine sense if someone has to realize the reality itself and the surrounding world, never able to recognize what he wants to do, will never be able to understand what you want it to accomplish.

So, it is impossible to hang a person that he should be able to, and, is capable, understand the reality of himself and the world around it before he was acutely aware that it is the ability of human nature and that understanding itself is crucial, and it is possible for him. In other words, the initial step of the most decisive in educational efforts for his release Freire which is a process of continuous, a "commencement," which is always "begin and begin again," then the process of awakening will always be there, and it is a process that is inherent in the whole process education itself. Thus, the process of awakening is a core processor of the nature of the educational process itself. The world of one's consciousness is not has stopped, stagnates, he continues to be always in the process, grow and expand, from one stage to the next, from the level

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of "naive consciousness" to the level of "critical consciousness," to finally reach the highest and most profound level of consciousness, the "aw arenes of aw arenes" (the concise of the consciousness). If someone has been able to achieve the level of critical aw arenes of the reality, the man started into the process of understanding and not solely the memorization process. People who understand not those who memorize, because he declared himself or something based on a "system of consciousness," while those who memorize only declare themselves or something mechanically w without (have to) be aware of what he was saying, from which it has received rote declares that and for what it restate them at that time. Therein lies the significance of the following in words, because the words expressed; someone also represents the w world conscience, the functions of the interaction between actions and thoughts. The words accurately, the right way is expressing words that are consciously or unconsciously meaning, that is where the sense of understanding of reality, meaning it has to do "praxis," from where he has been instrumental, contributed to changing the world.

Nevertheless, the words that are expressing as a form of pronunciation from the critical world of consciousness are not words that are internalizing from the outside without reflection, not slogans, but originate from the vocabulary of the person himself to name the world he lives in every day, however, put. Thus, education should allow scope for everyone to say in his own words, not the words of others. Pupils should have allowed saying in his own words, not the words of the teacher. For this reason, Freire states that the process of encoding and

legibility (literacy) at the earliest once the level of all the educational process must is a functional process, not just a technical activity teaches letters and numbers and weave them into words in sentences that

Have been arranged mechanically. Based on experience and dialogue with the poor peasants and illiterate (especially in Brazil and Chile), Freire then compiles an educational concept of literacy practical use vocabulary extracted from various "key themes" (generative theme) everyday speech community farmers themselves. In practice, the concept of functional literacy education Freire consists of three main stages: Freire then draws up a concept of functional literacy education using a vocabulary extracted from various "key themes" (generative theme) everyday speech the farming community itself. In practice, the concept of functional literacy education Freire consists of three main stages:

1. Codification and decorticated stage, the stage of elementary literacy education in "the context of concrete" and "theoretical context" (through pictures, folklore, etcetera.).
2. Cultural Discussion stage, an advanced stage in units of small working groups that are problematic to use the "keywords" (generative words).
3. Cultural Action stage, a stage of "praxis" real where each person or group becomes a direct part of the reality.

Based on the data that has processed, the authors found a few things about the student's ecological intelligence of the education Faculty Kuningan University. The average value for the whole item questionnaire ecological intelligence was 2.90 (middle category). It strongly feels less

appropriate when applying the concept of Kuningan University Green Campus; ideally, the ecological intelligence level of students was minimal at high criteria. Moreover, a questionnaire composed of items still about simple things that can be clear to support the green campus program.

Students, in this case, less actively involved in activities related to the green campus program. It is simple to take out the garbage, IThe researcher still often find garbage strew n not only outside the classroom but also in the classroom, the use of bags *keresek* very able to be reduced, but because of the "quirks" that lack of aw arenes and concern it is becoming quite difficult. Besides, students feel the campus is not utilizing resources to accommodate the idea of students in support of a green campus program. For example, in *jumsih (Jumat Bersih)* activities, students not directly involved in this activity. Even for the faculty and staff alone is not optimal activity.

Referring to the vision of the Kuningan University focused on community empowerment, the student has the potential to be involved in environmental conservation activities with the organization and the community. Also, the campaign media call to support the green campus program is not optimal, for example, regarding the smoking ban. This rule has not applied firmly. Other aspects in support of green campus activities are the efficient use of paper. That is still far short of expectations, due to the use of paper is still quite high. All activities have yet to implement a paperless optimally.

Waste management is not optimal, whereas current management wastes a problem that is quite important. Campus parties can implement the program of the

manufacture of the composting center that will be applied to manage the waste resulting from activities at the university. Preparation of integrated waste management and the implementation of various policies related to the management of the waste independently on campus is also part of the waste management in the university environment. Community service for the program, also carrying out belong to the partnership with the community around campus in the use of recyclable materials from the waste.

a. Manufacture Composting Center
b. Setup Management Waste Management
c. Cooperation with the community in the use of recycled materials
d. Garbage Bank program

Besides, the efficiency of water use is essential for all citizens is no exception in the campus environment. Egg water savings can be made by way reuse water that has been used with the technology re-circulating water as it has been stout used by other institutions. So, the rest of the water has used for a variety of purposes, such as bathrooms, kitchens, etcetera. It is recovering in an integrated purification, which is then using again. Besides, the existing land can also be used as an infiltration well or biopic to collect rainwater that falls from being wasted flow s as surface water and waste into the sea. Rainwater can then fill up the groundwater, and then stored as the water supply during the dry season arrives.

Moreover, according to Freire, excellent education and to free *kehumanisan* actualization of a man lies in the level of critical transitive consciousness. Freire offers four dimensions of habituation critical thinking that can be a guide for

teachers in implementing critical education.

1. Power Awareness: starting with build student aw arenes of the importance of a green campus program through learning.

2. Critical Literacy: the habit of thinking, reading, writing, and speaking to understand in-depth the meaning of the root of the problem, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, policy, mass media, and discourse.

3. Permanent Desocialization. See themselves and the social transformation as a process. That can be done by involving students actively in activities related to a green campus program

4. Self-education/organization.
Reorganizer themselves to develop critical thinking and collaboration in action. That will appear along with increasing aw arenes and learning experiences provided. Students will be

A honed initiative is reflecting on everyday behavior.

CONCLUSION

Students' ecological intelligence of Education Faculty Kuningan University, when referring to the results of the questionnaire are in the middle category. However, it had not been optimal in line with the declaration of Kuningan University as a green campus. Some things that cause students not optimal ecological intelligence are a learning process not yet fully geared to improve student ecological intelligence.

1. The college can increase student

involvement in activities that support the green campus program, by first disseminating the concept of green campus in question to raise aw arenes of the importance of these activities. It is simple, for example, the effectiveness of the room general smoking ban policy, the emphasis on disposing of waste in place, involvement in activities involving minimal *jumsih* student organizations.

2. Development of the lecturing process leading to the formation and improvement of the ecological intelligence of students.

3. Based on the recommendation no. 2 This research can be developed on the development of learning models to develop ecological intelligence.

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