Green Consumer Behavior Profile Of Elementary School Students In The City Of Bandung

Deasy Rahmawati[1,2] ✉, Nana Supriatna[3], Sapriya[3]

[1]PGSD FKIP Universitas Langlangbuana
[2]Departemen Pendidikan Dasar, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Dr. Setiabudhi No 229 Isola Bandung, Indonesia
[3]Departemen Pendidikan IPS, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Dr. Setiabudhi No 229 Isola Bandung, Indonesia
✉ deasyrahmawati22dr@gmail.com

Abstract. The purpose of this study was to obtain an overview of the green consumer behavior profile of elementary school students in the city of Bandung, to what extent they apply the concepts of green consumer behavior and how potential elementary school students implement green consumers in their daily lives. Students with good green consumption behavior whose actions are always in harmony with nature and are responsible for the surrounding environment, consider the effect of their consumption activities on the environment which is reflected in how these students search for, buy, use, evaluate, and dispose of products. This study uses a quantitative approach with the survey method, with the instrument in the form of a Green Consumer Behavior questionnaire. The population used in this study were public elementary school students in the city of Bandung, the samples were taken using probability sampling technique. Sampling of members of the population is done randomly and members of the population are considered homogeneous (simple random sampling). The research procedure consists of three stages, namely: (1). preparation phase. At this stage it is carried out by compiling research instruments, compiling research instruments; (2). Data Collection Stage. This stage begins by distributing questionnaires to respondents in the form of a Google form. Respondents filled out/answered a questionnaire in the form of a Google form via their mobile phone or laptop/PC, then the respondent's data was sent automatically via the researcher's Gmail account for further processing and analysis; and (3). Completion Stage. The completion stage is the final stage of the research, namely researchers processing and analyzing research data to draw conclusions. The results of the research from 400 student respondents with 6 questions distributed showed that 1 question was included in the very good category, 2 questions were included in the good category and 3 questions were included in the sufficient category. These questions are an illustration of the profile of green consumer behavior in students. The profile of green consumer behavior of elementary school students in the city of Bandung shows that the behavior of choosing/buying food/goods that do not harm the body is very well done, while the behavior of bringing cutlery and drinking from home and sorting wet/dry waste is well done by school students. Base.

Keywords: Green Consumer Behavior, Bandung City Elementary School Students

How to Cite: Rahmawati, Deasy, dkk. (2023). Green Consumer Behavior Profile Of Elementary School Students In The City Of Bandung. *Proceeding The 5th International Conference on Elementary Education, 5*(1), 817-826

INTRODUCTION

Environmental problems become complex when the human population increases and human wisdom in interacting with the environment decreases. This complexity causes environmental damage that affects the sustainability of human life on earth (Cunningham & Cunningham, 2010). One of the main factors contributing to environmental damage is unsustainable individual consumption (Dietz & McCright, 2011; Seto et al., 2017; Jackson, 2019). Surveys show that around 30-40% of environmental damage is the result of unsustainable individual consumption (Grunert & Grunert, 1992).

The impact of unsustainable individual consumption can be overcome through changes in consumption behavior. Community consumption activities must be directed towards green consumption whose actions are in harmony with nature and are responsible for the surrounding environment and are oriented towards sustainability. Sustainable consumption is the use of goods and services to respond to basic needs and meet the requirements of life, by minimizing the use of natural resources, toxic substances, and emissions of waste and pollutants during the life cycle, so as not to endanger the needs of future generations (Symposium on Sustainable Consumption.

Oslo, Norway ; January 19-20, 1994). Improving consumption patterns is a small step in saving the environment for the future. All elements of society, especially the school community, can start taking small actions to start big things in protecting the environment (Supriatna, 2017). Education is one way that can be used to improve people's consumption patterns, students as community embryos are the main target in this regard.

As part of a large community, elementary school students have an important role in preserving the environment. The consumption pattern of elementary school students can be represented through the habit of eating snacks at school. Elementary school students can start carrying out consumption activities independently through snacking activities at school and at home. Snacking activities at school are very challenging because at school students are served a variety of snacks and are required to make their own decisions in choosing snacks. This purchase decision can be influenced by several factors such as attitude towards snack food, knowledge, influence of friends, habit of bringing provisions, breakfast habits (Wowor, Engkeng, & Angela F. C Kalesaran, 2018).

A variety of tasty and attractive food is offered in schools by vendors, sometimes ignoring the health requirements of the food they sell. Cheap, tasty, interesting and varied snacks are the main attraction for elementary school students to buy and consume a variety of foods that are not necessarily healthy. Snacks for school children whose health is not guaranteed can potentially cause poisoning, digestive disorders and if it lasts a long time will cause poor nutritional status (Suci, 2009). Snacks that are generally sold in front of the school yard are foods that contain a lot of flour and flavorings, such as fruit syrups, flavored drinks, chocolate, papeda, fried foods, otak-otak and sausages, pentol, syrup, sauces and toppings (Nisak and Mahmudiono, 2017).

Green consumption behavior is a competency developed to demonstrate student behavior that actively searches for and supports products that satisfy their needs and has the least impact on the environment (Ottman, 1995). There is a process of thinking and consideration before deciding to consume something, whether it has a detrimental effect on himself or the environment. If they are faced with a choice between the same two products, they will prefer products that are environmentally friendly (Pickett-Baker & Ozaki, 2008). Students with good green consumption behavior consumption behavior is influenced by concern for the environment and this is reflected by how the individual searches for, buys, uses, evaluates, and disposes of products (Siringi, 2012).

Mills (2015) (Mills & Ag, 2012) states that green consumption behavior is consumer behavior that applies environmentally friendly insights in every consumption action. According to Singh (2009), various terms denoting environmental care behavior emerged in its development such as eco-friendly behavior, socially responsible behavior, green consumption behavior and green consumption behavior. environmentally friendly consumers (green consumer behavior) and others. Consumers who have this behavior have been labeled as green consumers, socially conscious consumers, and so on.

Goleman & Barlow (2012) explained that green behavior is human behavior in maintaining and maintaining the environment in their immediate environment. Green behavior is consumer behavior carried out by green consumers in the form of a reflection of consumer attitudes and actions towards environmental protection, namely taking responsibility for the results of their personal consumption or using their purchasing power to campaign for social and environmental change (Fraj & Martinez. 2006; Webster, 1975; in Martins, Ferreira, & Miranda, 2016). Green behavior arises because of human awareness to love the universe.

Consumers believe that environmental protection is an obligation so that nature can be enjoyed for generations to come. This aspect can be used by marketers to foster consumer green consumption behavior by utilizing consumer knowledge of changes in environmental quality. Increasing environmentally friendly consumption can be done by increasing consumer environmental awareness through the use of information that can foster cognitive attitudes of consumers that current consumption behavior needs to be improved so that it becomes more sustainable. The level of education will affect the values adhered to, ways of thinking, perspectives, and perceptions in dealing with a problem, as well as making it easier for consumers to understand complex environmental issues.

Chan (in Sadı´lek, 2019) states that green consumption behavior refers to purchasing environmentally friendly products that are "recyclable and beneficial" to the environment and avoiding products that harm the environment and society. Joshi and Rahman (2015) state that green consumption behavior is generally evaluated in terms of consumers' desire or intention to buy green products or intentions that are ultimately converted into their purchasing decisions for these products. According to Engel, consumer behavior is an action that directly affects how to get something, consumption, and how to use these products (products and services), including the process before and after deciding (Engel & Blackwell, 1982).

According to Nittala (2014), green consumption behavior is an ecologically conscious consumer behavior. Peattie (2010), states that green consumption behavior is individual behavior that considers environmental or social issues when making consumption decisions. Thus, green consumers are individuals who adopt attitudes and behaviors designed to minimize adverse impacts on the environment (Banerjee et al., 1995) and who practice sustainable consumption, minimizing the use of natural resources, toxic materials, waste emissions and pollution, so as not to jeopardize the needs of future generations (Kilbourne et al., 1997). Green consumption behavior needs to be instilled by changing their current behavior into environmentally friendly consumption behavior.

METHOD

The method in this study uses a quantitative approach using survey methods. Quantitative survey is research that takes samples from one population and uses a questionnaire as a data collection tool. The survey method is used to obtain data from certain natural (not artificial) places, by distributing questionnaires, tests, structured interviews and so on (Sugiyono, 2018). This method is used to obtain data on green consumer behavior of elementary school students as a preliminary study for further, more comprehensive research.

The population in this study were students of public elementary schools in the city of Bandung. Based on data from the Central Bureau of Statistics for the City of Bandung, it was obtained that there were 155,017 students in Bandung City Public Elementary Schools. The sample in this study was taken using a probability sampling technique, meaning that each element (member) of the population has the same opportunity to be selected as a member of the sample (Sugiyono, 2018). The sample members from the population are taken randomly and the population members are considered homogeneous (simple random sampling). To obtain the right number of samples from a large enough population, the Slovin formula was used (Riyanto and Hatmawan, 12: 2020).

$$n = \frac{N}{(1 + Ne^2)}$$

Information:
n = Number of samples
N = Total population
E = Error rate in sampling

$$n = \frac{155017}{(1 + 155017(0{,}05)^2)}$$

$$n = \frac{155017}{388{,}5425}$$

$n = 398{,}97$, rounded up to 400 students

The data collection technique in this study is, a) Primary Data, in the form of a questionnaire, Sugiyono (2018) states, a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer in accordance with their stance. b) Secondary Data, namely data obtained through literature books (library), internet, and related articles. This study used an instrument in the form of a green

consumption behavior questionnaire. This instrument is validated with construct validity by competent experts. The steps used in processing the test instrument data are the validity test and the reliability test. The validity test in this study used the Bivariate Pearson Correlation formula with the SPSS version 22.0 tool. Questionnaire items in the validity test are declared valid if the rcount value > rtable at a significance value of 5%, conversely if the rcount value is < rtable at a significance value of 5%, then the questionnaire items are invalid. Following are the results of testing the validity of the questionnaire items:

Table. 1 Results of the Validity Test of the Green Consumption Behavior Questionnaire

Item No	rxy	rtable 5% (n =20)	Information
1	-0.001	0.444	Invalid
2	0.274	0.444	Invalid
3	0.671	0.444	Valid
4	0.549	0.444	Valid
5	0.365	0.444	Invalid
6	0.367	0.444	Invalid
7	0.516	0.444	Valid
8	0.196	0.444	Invalid
9	0.605	0.444	Valid
10	0.579	0.444	Valid
11	0.549	0.444	Valid
12	-0.158	0.444	Invalid

Based on Table. 1 showed that there were 6 questions out of 12 questions that were declared valid and could be used for questionnaires in research, while 6 questions that were invalid were discarded and not used as data collection tools. The reliability test in this study used Cronbach's Alpha, with the help of the SPSS version 22.0 program. The significance test was carried out at the level of α = 5%, the results are as follows:

Table.2 Green Consumption Behavior Questionnaire Reliability Test Results

Reliability Statistics

Cronbach's Alpha	N of Items
.556	12

The results of the reliability test of the consumption behavior questionnaire are shown in Table.2. The instrument is said to be reliable if the alpha value is greater than rtable (0.444). The reliability test results obtained showed that the reliability coefficient value was 0.556 > 0.444 (rtable). From these results it can be concluded that the questionnaire in this study is reliable or consistent so that it can be used in this study.

DATA ANALYSIS

Measuring the attitudes of students who show Green Consumer Behavior in this study uses a Likert scale in the form of:

a. Answers are always given a score of 4
b. Frequent answers are given a score of 3
c. Occasional answers are given a score of 2
d. The answer is never given a score of 1

Attitude data analysis uses descriptive data, which describes the percentage of description results obtained from data acquisition. The final results obtained are then

interpreted according to the reference described by Riduwan (2014). The following is the formula for determining the percentage score:

$$Persentase\ skor = \frac{skor\ yang\ diperoleh}{skor\ maksimum} \text{x}100\%$$

Then the results of these calculations are interpreted into a qualitative interpretation criterion scale in the table below:

Table.3 Questionnaire Interpretation Criteria

No	Percentage (%)	Category/Aspects of Quality
1	81–100	Very good
2	61–80	Good
3	41–60	Enough
4	21–40	Not good
5	0 – 20	Very Not Good

Riduwan (2014)

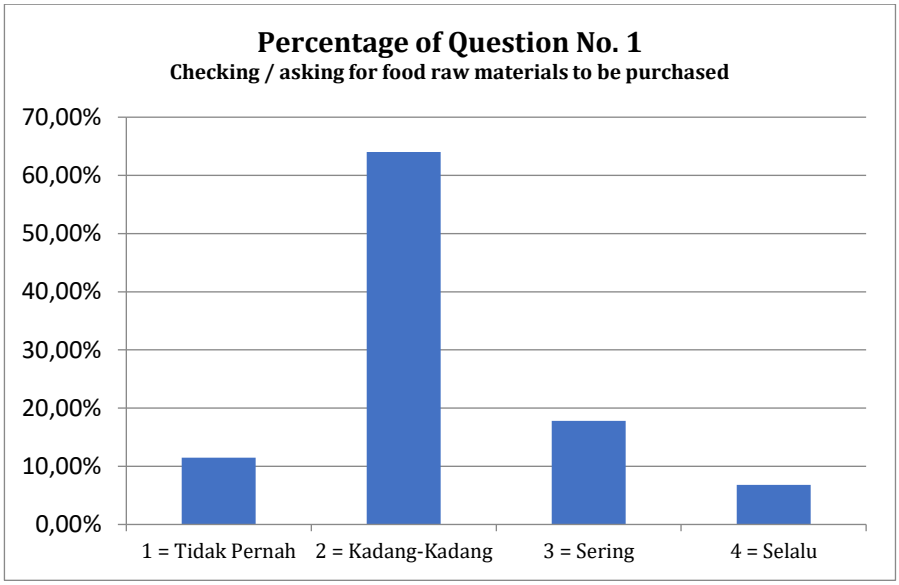
The research procedure carried out consisted of three stages, namely: (1) the Preparation Stage. At this stage it is carried out by compiling research instruments, compiling research instruments and testing the validity of the instruments; (2) Data Retrieval Stage. This stage was started by distributing questionnaires to respondents in the form of a Google form. Respondents filled out/answered a questionnaire in the form of a Google form via mobile phone or laptop/personal computer, then the respondent's data was immediately sent automatically via the researcher's Gmail account for further processing and analysis; and (3). Completion Stage The completion stage is the final stage of the research.

RESULTS

The results of this survey research were obtained from a green consumer behavior questionnaire consisting of six statements that were given to 400 elementary school students at random. The following is an overview of the consumer behavior of elementary school students in the city of Bandung:

Table.4 Overview Question No. 1

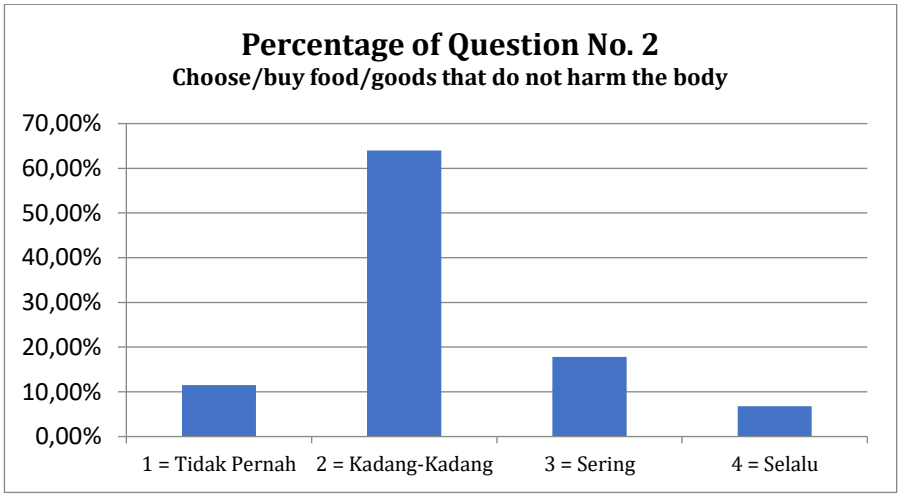
No	Question	Answer	Percentage
1	Checking / asking for food raw materials to be purchased	Never	22%
		Sometimes	52.5%
		Often	12.8%
		Always	12.8%



Graph 1. Frequency of Respondents' Answers to Question No. 1

Table. 5 Overview Question No.2

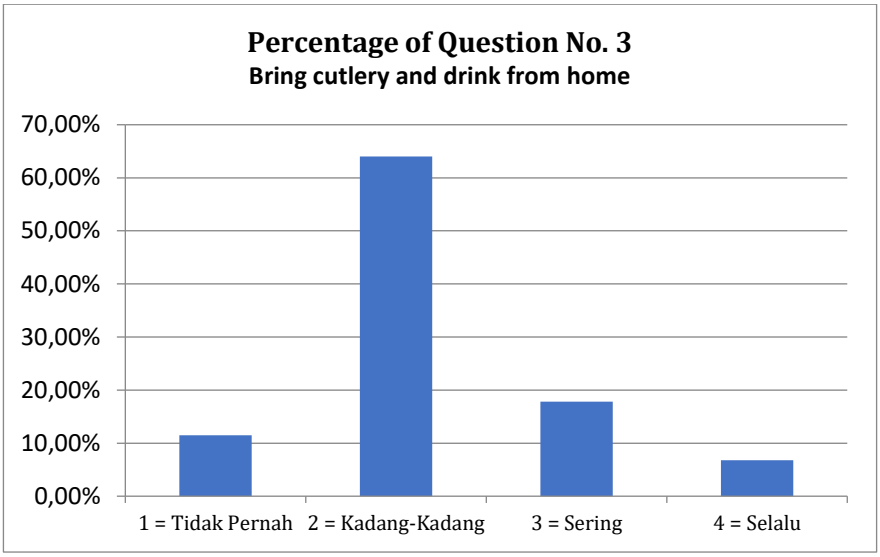
No	Question	Answer	Percentage
2	Choose/buy food/goods that do not harm the body	Never	2.8%
		Sometimes	8.3%
		Often	27.5%
		Always	61.5%



Graph 2. Frequency of Respondents' Answers to Question No. 2

Table. 6 Overview Question No. 3

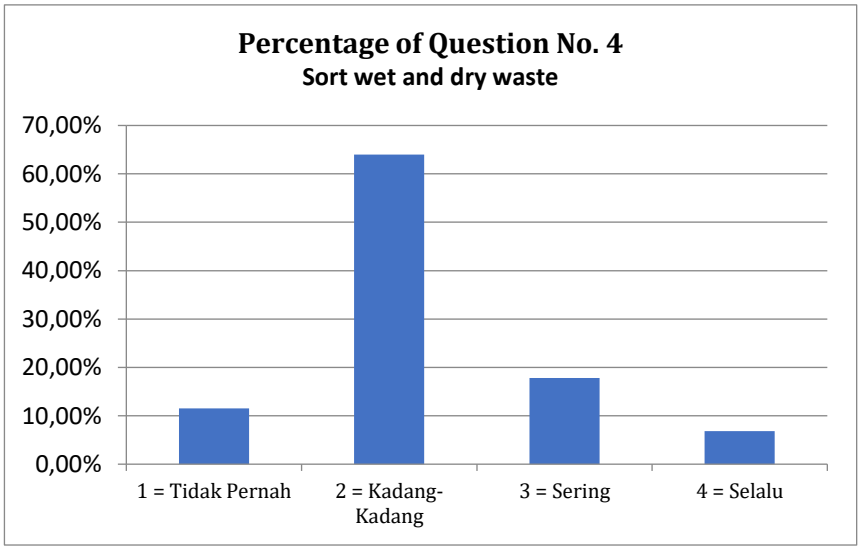
No	Question	Answer	Percentage
3	Bring cutlery and drink from home	Never	2%
		Sometimes	34.8%
		Often	17.3%
		Always	46%



Graph 3. Frequency of Respondents' Answers to Question No. 3

Table. 7 Overview of Question 4

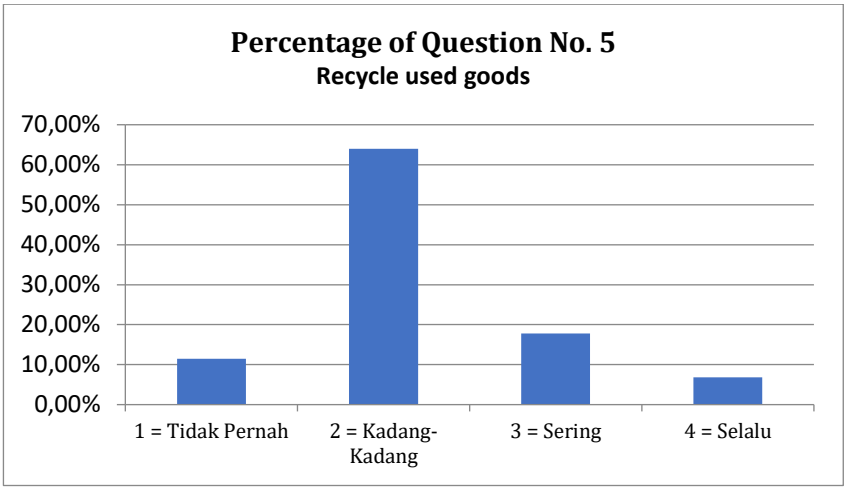
No	Question	Answer	Percentage
4	Sort wet and dry waste	Never	7.8%
		Sometimes	49.8%
		Often	18.8%
		Always	23.8%



Graph 4. Frequency of Respondents' Answers to Question No. 4

Table. 8 Overview Question No. 5

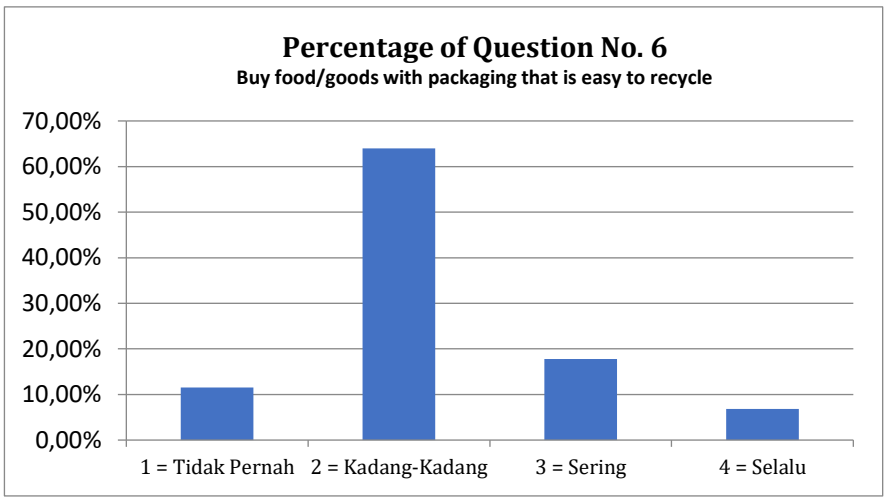
No	Question	Answer	Percentage
5	Recycle used goods	Never	18.8%
		Sometimes	66.5%
		Often	9.8%
		Always	5.0%



Graph 5. Frequency of Respondents' Answers to Question No. 5

Table.9 Frequency of Respondents' Answers to Question No. 5

No	Question	Answer	Percentage
6	Buy food/goods with packaging that is easy to recycle	Never	11.5%
		Sometimes	64%
		Often	17.8%
		Always	6.8%



Graph 6. Frequency of Respondents' Answers to Question No. 6

Based on the score of completing the questionnaire by elementary school students it can be concluded that:

$$Persentase\ skor = \frac{6202}{9600} \text{x } 100\% = 64.6\%$$

The result of calculating the percentage score above is 64.6%, when interpreted into a criterion scale, then the green consumer behavior of elementary school students in Bandung is in the GOOD category. Behavior choose/buy food/goods that do not harm the bodyis a very good behavior, meaning that elementary school students in the city of Bandung have been selective in choosing good food/goods and do not harm their bodies.

DISCUSSION

Question checking/asking food ingredients to be purchased obtained the highest answer of 52.5% for the answer sometimes, then the lowest result for the answer often and always of 12.8%. The question of choosing/buying food/goods that do not harm the body gets the highest answer 61.5% for the always answer and the lowest result for the never answer is 2.8%. The question of bringing eating and drinking utensils from home got the highest answer of 46% for the always answer and the lowest result for the never answer of 2%. Questions Sorting wet waste and dry waste, the answer is sometimes at most 49.8% and the answer is at least never at 7.8%. For the question of recycling used goods, the most frequent answer is sometimes 66.5% and the least answer is always 5%.

The questionnaire answer data obtained showed varied results and showed a picture of students' green consumption behavior. The percentage score obtained for each question with its category can be seen in the following table:

Table 10. Percentage Score and Question Category

No	Question	Percentage Score	Category
1	Checking / asking for food raw materials to be purchased	54.06	Enough
2	Choose/buy food/goods that do not harm the body	86.94	Very good
3	Bring cutlery and drink from home	76,81	Good
4	Sort wet and dry waste	64.63	Good
5	Recycle used goods	50,25	Enough
6	Buy food/goods with packaging that is easy to recycle	54,94	Enough

Based on Table 10. we can see that students are very good at choosing/buyingfood/goods that are not harmful to the body, meaning that there is already a desire to protect oneself from things that harm the body. Bringing eating and drinking utensils from home and sorting wet and dry waste has been well done by elementary school students. Checking/asking about food raw materials to be purchased, recycling used goods and buying food/goods with easy-to-recycle packaging are behaviors that need to be further developed.

Based on the score of completing the questionnaire by elementary school students it can be concluded that:

$$Persentase\ skor = \frac{6202}{9600} \text{x } 100\% = 64.6\%$$

The result of calculating the percentage score above is 64.6%, if interpreted into a criterion scale, then the green consumer behavior of elementary school students in Bandung is in the GOOD category (61 – 80).

CONCLUSION

The results of a green consumer behavior survey for elementary school students in the city of Bandung show that the behavior of choosing/buying food/goods that do not harm the body is very well done, while the behavior of bringing cutlery and drinking from home and sorting wet/dry waste is well done by students. Elementary school. The behavior that still needs to be developed is the behavior of mcheck/inquire food raw materials to be purchased, recycle used goods, and buying food/goods with packaging that is easy to recycle.

REFERENCES

Cunningham, WP, & Cunningham, MA (2010). Environmental Science: A Global Concern (11th ed.). McGraw-Hill.

Dietz, T., & McCright, AM (2011). Environmental Problems, Civil Society, and Individual Moral Obligations. Social Research: An International Quarterly, 78(3), 881-908. Retrieved fromhttps://www.jstor.org/stable/40972387

Engel, JF, Blackwell, RD, & Miniard, PW (1995). Consumer Behavior Volume 2 (6th ed.). Jakarta: Script Binarupa.

Goleman, D., (2009). Ecological intelligence: how to know the hidden impacts of what we buy can change everything. New York: Broadway Business.

Goleman, D. (2010). Ecological intelligence. Ecological intelligence. Uncover the secrets behind the products we buy. Jakarta: PT Gramedia Pustaka Utama.

Goleman, D., et al. (2012). Ecoliterate, How Educators are Cultivating Emotional, Social, and Ecological Intelligence. San Francisco: Jossey-Bass.

Grunert, SC, & Grunert, SC (1992). G reenconsumerism in D enmark : S omevidence from the OKO foods - the OKO foods-project. (126), 140–151.

Harianti, ASN and D. (2015). Project Based Learning (PjBL) Learning Model. https://sibatik.kemdikbud.go.id/inovatif/assets/file_upload/pengantar/pdf/pengantar_5.pdf.

Jackson, T. (2019). The Post-Growth Challenge: Secular Stagnation, Inequality and the Limits to Growth. Sustainability, 11(16), 4305.https://doi.org/10.3390/su11164305

Keraf, A. Sonny. (2002). Environmental Ethics: Kompas Book Publisher. Jakarta.

Kilbourne, WE, & Kilbourne, WE (2013). Green Advertising: Salvation or Oxymoron? Green Advertising: Salvation or Oxymoron? (May 2015), 37–41.https://doi.org/10.1080/00913367.1995.10673472.

Mills, R., & Ag, M. (2012). What It Means to Go Green: Reduce, Reuse, Repurpose, and Recycle. (June).

Motta, V. (2019). The Impact of Local Food Expenditure on. 89(9).https://doi.org/10.1111/josh.12809.

Marwanti et al. Development of Snack Food Product Quality Through Diversification of Processing to Increase Producer Income. Connect.

Nurhayati, EC, & Nurhayati, EC (2018). The Effect of Market Day (Bazar) on Building the Entrepreneurial Spirit of Unsiq Central Java Students in Wonosobo. 1(2), 1–16.

Peattie, K. (2010). Green Consumption : Behavior and Norms.https://doi.org/10.1146/annurev-environ-032609-094328.

Pickett-Baker, J., & Ozaki, R. (2008). Pro-environmental products: marketing 105 influences on consumer purchase decisions. Journal of Consumer Marketing, 25(5), 281–293.http://doi.org/10.1108/07363760810890516.

Nittala, R. (2014). Journal of International Consumer Marketing Green Consumer Behavior of the Educated Segment in Green Consumer Behavior of the Educated Segment in India. (February 2015), 37–41.https://doi.org/10.1080/08961530.2014.878205.

Riduwan. 2014. Research Proposal Preparation Methods & Techniques. Bandung: Alphabet

Seto, KC, Davis, SJ, & Mitchell, RB (2017). The Future of the Urban Environment and its Interactions with Human Health and Well-Being. Science, 356(6339), 1-10.https://doi.org/10.1126/science.aam6289

Sugiyono. (2003). Quantitative, Qualitative Research Methods and R & D. Bandung, PT Alfabeta.

Supriatna, Nana. 2017. Ecopedagogy: Building Ecological Intelligence in Social Studies Learning. PT. Rosdakarya Youth: Bandung.

Siringi, R. (2012). Determinants of Green Consumer Behavior of Postgraduate Teachers. IOSR Journal of Business Management, 6(3), 19–25. Retrieved from www.iosrjournals.org.

Holy, Euinike Sri Tyas. (2009). An Overview of Snacking Behavior of Elementary School Students in Jakarta. Psikobuana, Jakarta, Vol. 1, No. 1, 29-38.

Wagner, SA (2003). Understanding Green Consumer Behavior: A Qualitative Cognitive Approach. i.org/10.1007/s11423-020-09753-w