

Awareness of Consequences Sustainable Development Goals (SDGs) on Pro-Environmental Behavior of Student Activity Boards

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Abstract: This study aims to determine whether there is an influence of Awareness of the Consequences of Sustainable Development Goals (SDGs) on Pro-Environmental Behavior in Student Activity Boards. The research method used is a correlational quantitative research method with an instrument distribution research design. The sample used is purposive sampling. In the validity test using the Product Moment correlation formula, there are 40 statement questions with 31 valid questions and 9 invalid questions. While the reliability test using calculations from SPSS obtained $\text{recount} = 0.95$ so that the level of reliability is high. Furthermore, the data were analyzed using the normality test using the Kolmogorov-Smirnov test with the provisions of $\text{Probability} < P\text{-value } 0.05$, variable X obtained $0.20 < 0.05$, and variable Y $0.06 < 0.05$, it can be concluded that the data is normally distributed. Meanwhile, the linearity test using the Sig test obtained a significance of $0.17 < P\text{-value } 0.05$, it can be concluded that both data are linear. Based on the research results, it can be concluded that there is a positive influence of Awareness of the Consequences of Sustainable Development Goals (SDGs) on Pro-Environmental Behavior in student family activists.

Keywords: Awareness of consequences; Pro-environmental behavior; Student activity boards; Sustainable development goals (SDGS)

Introduction

Issue about problem environment life already explained several points from the 17 Sustainable Development Goals that were formed at the session general event organized by the Union Nations (UN) (Arlinkasari, 2018). Hearing general the create Sustainable Development Goals or SDGs that have a number of objective among others, namely guard nature, prevent change climate, prosperity world life, and so on (Wulandari et al., 2024). On implementation in the field environment natural the more improved However precisely on the contrary environment nature in the world already worrying so that environment

increasingly natural critical make balance environment life We become No stable matter This caused Because factor awareness will consequences society does (Hodge et al., 2020).

Awareness public will throw away rubbish haphazard very minimal, (BPS, 2014) show in a way Indonesian general in throw away rubbish Still many don't friendly environment that is House throwing stairs rubbish with method burned recorded amounting to 69.88%, was discarded haphazard to land field, garden, etc. (21.64%), landfilled/ buried (18.07%), and thrown away to sea/ river/ sewer (11.51%) (Doyan et al., 2025b).

Awareness public will throw away rubbish to river very minimal due to this Because pattern life that

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considers throw away rubbish to river more practical, and also the lack of adequate facilities besides choose throw away rubbish to river (Kazakova et al., 2020). The community cannot escape the activities of students. Therefore, students need to be aware of the importance of participating in protecting the environment (Bernstein & Szuster, 2019). College students must be aware of the environmental crisis facing the world (Kim et al., 2023). They understand that this issue must begin at home, starting with their daily lifestyles, and ultimately through environmental activities and a sense of responsibility to solve the problems around them (Maqbool et al., 2020).

Based on a number of problems that have outlined above can concluded that one reason main decreasing quality global environment massive This is behavior humans, lack of awareness and a high sense of empathy for guard environment and habits important instant thing (Li & Wu, 2020). To prevent the impact of environmental damage, public awareness of the importance of pro-environmental behavior is needed (Panuluh & Fitri, 2016). Study this aim for know influence Awareness of Consequences Sustainable Development Goals (SDGs) towards pro- environmental behavior activist family student (Susilawati et al., 2025).

Method

This research uses a quantitative correlational research method using survey research design procedures (Shafiei & Maleksaedi, 2020). The purpose of application design in research survey this for know influence Awareness of Consequences Sustainable Development Goals towards Pro- Environmental Behavior activist family student (Bukalska et al., 2021).

Retrieval technique samples in research this use Purposive sampling that is technique determination sample with consideration certain, so researcher set samples in research This that is administrator Activist family existing students take eye PLH lectures, observations conservation and Environmental Education Jakarta Culture (Nicolo' et al., 2025).

The type of instrument used in this research is a questionnaire (Pizzi et al., 2022). This questionnaire contains 40 statement items using a Likert scale measurement with answer choices namely always, often, rarely and never (Fleacă et al., 2018). In this questionnaire, it is hoped that respondents will easily provide answers because alternative answers have been provided in the form of multiple choices such as always, often, rarely and never, so it takes a short time to answer (Rachmawati & Handayani, 2014).

The data analysis technique used in this research uses 3 methods, including; (1) Descriptive analysis, (2) Analysis Prerequisite Test with 3 stages, namely

Normality Test, Linear Test and Regression Test (Derdowski et al., 2020), (3) Hypothesis Test using the t-Table Test. Before carrying out this technical data analysis, the researcher carried out an instrument validity test and a reliability test using IBM SPSS (Statistical Package for the Social Science) software version 26 (Doyan et al., 2025a).

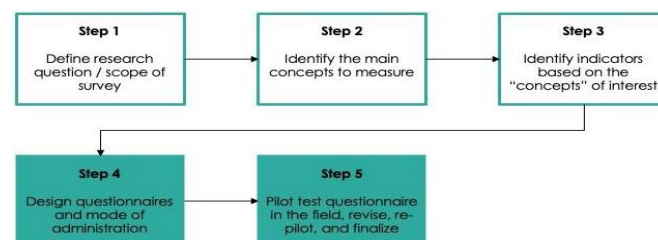


Figure 1. Survey research design procedures

Result and Discussion

Amount respondents in study this is as many as 59 people. The gender of respondents in this study was dominated by women, namely 71.19% (42 out of 59 people) (Matsui et al., 2022). The gender distribution of respondents can be seen in Table 1. There were 3 study programs that were respondents in this research, namely the Biology, Geography and Mathematics Study Programs (Lu et al., 2021). The largest number of respondents in this research was the Biology Study Program with 71.19% (Al., 2022). Respondents in this study actively participated in student organization activities, namely the student executive body, student representative council, and student association. The student organization most followed by respondents is HIMA, namely 55.93% (Kioupi & Voulvoulis, 2022).

Table 1. Characteristics Respondent

Description	Frequency	Percentage (%)
Gender		
Man	17	28.81%
Woman	42	71.19%
Study program		
Mathematics		
2018	12	20.33%
2019	0	0.00 %
Biology		
2018	9	15.25%
2019	33	55.94%
Geography		
2018	5	8.47%
2019	0	0.00%
KM FKIP		
BEM	18	30.51%
DPM	8	13.56%
HIMA	33	55.93%
Total	59	100%

Source: Processed Researcher 2021

Descriptive Statistics Results

Study This has 2 variable data that is variable Awareness of Consequences Sustainable Development Goals (SDGS) and variables Pro- Environmental

Behavior (Salvia et al., 2019). The description of the data that will be presented includes the average (mean), standard deviation, minimum and maximum values (Islam et al., 2018).

Table 2. Descriptive Statistics Results

Variable	N	Minimum	Maximum	Descriptive Statistics	
				Mean	Std. Deviation
Awareness of Consequences Sustainable Development Goals (SDGS)	59	30	60	46.88	7.08
Pro- Environmental Behavior.	59	33	58	25.46	4.34

Source : Processed Researcher 2021

Based on results in Table 3 about Descriptive Statistics obtained Mean number of variables Awareness of Consequences Sustainable Development Goals (SDGS) 46.88 and variable Pro- Environmental Behavior 25.46. Amount Standard Deviation on a variable Awareness of Consequences Sustainable Development Goals (SDGS) 7.08 and variable Pro- Environmental Behavior 4.34.

Amount minimum obtained on the variable Awareness of Consequences Sustainable Development Goals (SDGS) 30 and variables Pro- Environmental Behavior 33, and amount maximum on the variable Awareness of Consequences Sustainable Development Goals (SDGS) 60 and variables Pro- Environmental Behavior 58 (Wang et al., 2018).

Analysis Prerequisite Testing

The Normality Test shows that the significance value for the independent variable (X) is 0.20. The P-value is 0.05, so the probability value is $(0.20) > 0.05$. This means that the independent variable data (X) is normally distributed. The calculation of the significance value for the dependent variable (Y) is 0.06. The P-value is 0.05, so the probability value is $(0.06) > 0.05$. This means that the dependent variable data (Y) is also normally distributed.

Table 3. Effectiveness Trial

Class	N	Probability	P-value
X	16	0.20	0.05
Y	15	0.06	0.05

Source: Processed Researcher 2021

Table 4. Linear Test

	Sum of Squares	df	Mean Square	ANOVA Table	
				F	Sig.
Deviation from Linearity	694.92	26	26.72	1.78	0.17

Source: Processed Researcher 2021

The Linear Test shows that the Deviation from Linearity value is 0.06. The P-value is 0.05, so the Deviation from Linearity value (0.17) is > 0.05 . This

means that there is a significant linear relationship between the independent variable (X) and the dependent variable (Y).

Table 5. Regression Test

Model	Sum of Squares	df	Mean Square	F	Sig.	ANOVA ^a
						t Stat
Regression	576.35	1	576.35	63.38	.000 b	1.73
Residual	518.30	57	9.09			7.96
Total	1094.64	58				

Source: Processed Researcher 2021

In regression testing, it is known that simple linear regression analysis with a P-value of 5% (0.05) shows that if the F-value is significantly lower than the P-value ($0.00 < 0.05$), then H_0 is rejected. This indicates that awareness of the consequences of Sustainable Development Goals (SDGs) has a significant influence on pro-environmental behavior (Shah et al., 2021).

Testing Hypothesis

Based on One-Sample t Test results of this research has obtained results mark significance of 0.00 with level 0.05. This matter show mark significance of more than 0.00 small of P Value with level 0.05 ($0.00 < 0.05$) so found influence positive Awareness of Consequences Sustainable Development Goals (SDGS) to Pro-Environmental Behavior

Table 6. Coefficients Test Results

	Coefficients	Standard Error	Coefficients a	
			t Stat	P-value
Intercept	4.38	2.65	1.73	0.09
X Variable 1	0.45	0.06	7.96	0.00

Source: Processed Researcher 2021

Analysis results regression on show that the regression model equation obtained namely $Y = 4.38 + 0.45X + \varepsilon$. Coefficient value variable free (X) is worth positive of 0.45 shows if mark Awareness of Cosenquences Sustainable Development Goals (SDGS) rose by one unit so mark Pro- Environmental Behavior will increase by 0.45 units. Analysis results regression on showing that the more tall mark Awareness of Cosenquences Owned Sustainable Development Goals (SDGS). Students from activist families tend to exhibit high levels of pro-environmental behavior (Afsar et al., 2016). This is consistent with Mohana's (Baranyanan et al., 2024) research, which shows that the higher a person's awareness of the consequences, the higher their pro-environmental behavior (Sari et al., 2022).

Table 7. Regression Statistics

Regression Statistics	
Multiple R	0.73
R Square	0.53
Adjusted R Square	0.52
Standard Error	3.02
Observations	59.00

Source: Processed Researcher 2021

Discussion

In research conducted by Tegegne et al. (2019) states that Awareness of Consequences directly influences pro-environmental behavior. This statement is consistent with the results of the data analysis obtained. Based on the regression analysis results, the R Square value obtained is 0.53 (Shafiei & Maleksaeidi, 2020). This data indicates that Awareness of Consequences has a 53% influence on Sustainable Development Goals (SDGs) and pro-environmental behavior, while 47% is attributed to other factors not included in this study. Based on these calculations, it can be concluded that there is a significant influence between awareness of the consequences of Sustainable Development Goals (SDGs) and pro-environmental behavior among student activists. Factors of Awareness Of Consequences of SDGs that influence pro-environmental behavior originate from knowledge, attitudes, and actions towards SDG programs and the surrounding environment. This matter aligned with theory stated by Asiah et al. (2022) where is Awareness of Consequences can role to pro- environmental behavior (Dunlap et al., 2000).

Pro- environmental behavioral factors 53 % did not including into the study according to Silaban et al. (2024) It consists of a number of components, namely attitude, subjective norms, perceptions of control behavior, situational factors, perceptions of consequences, and behavioral intentions (Misch et al., 2021).

Factor existing factors in increase understanding Awareness of Cosenquences Sustainable Development Goals (SDGS) to activists family student to something draft specific, namely : the extent of ability respondents to knowledge of SDGs points 13 and 14, attitude positive to environment surroundings and ready contribute for make the SDGs program a success matter preservation environment (Rukmana & Alimah, 2019).

Another factor that Awareness of Cosenquences Sustainable Development Goals (SDGS) own concern to the environment can seen from indicator results on variables Pro- Environmental Behavior that results from each indicator shows good average results that is amounting to 62.49%. This matter in line with research conducted by Usmeldi et al. (2020) the said Concern for the environment stems from an awareness of the consequences for oneself, others, and their environment.

Research findings This give outlook for maker policies and planners in matter this is the UN for make effective decisions related with development pro-environmental behavior to emerge Awareness of Cosenquences Sustainable Development Goals (SDGS).

Research conducted by Asiah et al. (2022) say that attitude Awareness of Cosenquences on the environment is decider most important from pro-environmental behavior. This is in line with the results of this study that 68.6% had a positive influence. Pro-environmental behavior will appear directly if student family activists have a high level of awareness and knowledge about the environment (Harun et al., 2021).

The factor that humans cause with environmental problems is that a relationship between humans and nature is needed to increase pro-environmental behavior (Nuryatin et al., 2023). This is in line with the results of this research, namely 57.4% of respondents in student family activists protecting the environment is something that must be done (White et al., 2019).

In the end, this research provides a good understanding of Awareness of Cosenquences in the SDGs program on Pro-Environmental Behavior which will have an impact on awareness of caring for the environment, caring attitudes towards forest conservation and actions towards friendly environmental principles to increase pro-environmental attitudes. This means that there needs to be maximum effort from all components to increase awareness of the environment (Supriyadi et al., 2022).

Lastly, considering the important role of various social groups such as activist organizations HIMA, BEM

and DPM throughout Indonesia in increasing Awareness of Consequences Sustainable Development Goals (SDGS) and maintaining a better environment, as well as evidence of concrete actions of Pro-Environmental Behavior that show proof of concern for environment.

Conclusion

Based on the results of research on the influence of Awareness of Consequences Sustainable Development Goals (SDGS) on Pro-Environmental Behavior in student family activists, it shows that there is a positive influence of Awareness of Consequences Sustainable Development Goals (SDGS) on Pro-Environmental Behavior in student family activists. These results can be interpreted as meaning that the higher or better the positive influence of Awareness of Coordination of Sustainable Development Goals (SDGS), the higher or more positive the pro-environmental behavior of student family activists will be. Vice versa, the lower the positive influence of Awareness of Sustainable Development Goals (SDGS), the lower the Pro-Environmental Behavior of student family activists. In future research, it is recommended to look at the role of other factors in various theories that influence pro-environmental behavior. Researchers are expected to be able to eliminate limitations in the scope of research by using broader objects. Then, with real implementation for student family activists, this research can realize several goals in the SDGs, one of which is improving climate change management so that they have a more loving, caring and responsible nature in caring for and preserving the world's climate.

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Author Contributions

This article was written by four people, namely G.A, E.M, I.I, and A.N, who have read and approved the published version of this manuscript. Designed the study and analyzed the data, while G.A, A.N, and I.I carried out the laboratory work. G.A wrote the manuscript. They drafted the original manuscript, prepared the introduction, results, discussion, methodology, and conclusions. G.A, E.M, and I.I also contributed ideas for the research process, data processing, and translation into English, review, and editing. All members of the research team collaborated on each stage until this article was completed.

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Conflicts of Interest

This research is conducted to provide information to the public regarding the research that has been conducted so that it can be used for educational purposes. In addition, this research is used by researchers for lecturer performance loads and accreditation needs of study programmes and institutions.

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