# PROMOTING ENVIRONMENTALLY FRIENDLY BEHAVIOR THROUGH GREEN ECONOMY-BASED ENGLISH LEARNING AT AL WASHLIYAH UNIVERSITY MEDAN

**Shopiah Anggraini Rambe[1], Sri Ayla[2]**
[1,2] Universitas Al Washliyah, Indonesia
*Anggrainishopiah@gmail.com*
*Aylasiregar92@gmail.com*

## ABSTRACT

*In today's world, environmental issues have become one of the most pressing global challenges, particularly with the increasing impacts of climate change and resource exploitation. Education plays a strategic role in fostering environmental awareness and encouraging sustainable behavior across various levels of society. One innovative approach in education is integrating green economy principles into learning processes, including English language education. This approach not only aims to enhance language proficiency but also instills values of sustainability and environmental consciousness among students. In this context, the following study seeks to explore the extent to which green economy-based English learning can influence students' environmental awareness and behavior at Al Washliyah University Medan. This study explores the impact of green economy-based English language learning on environmental awareness among students at Al Washliyah University Medan. Recognizing the role of education in addressing global environmental challenges, the research aims to assess how incorporating green economy principles into English learning influences students' attitudes and behaviors towards sustainability. The study employs a sample of 32 students and uses multiple linear regression analysis to examine the effects of promotion and environmentally friendly behavior on English language learning. Results show that while promotion does not significantly affect English learning, eco-friendly behavior has a substantial positive influence. Together, promotion and eco-friendly behavior account for 65.2% of the variance in English learning based on the green economy. The findings underscore the potential of integrating green economy concepts into educational curricula to promote environmental awareness and foster sustainable behaviors in higher education.*
**Keywords:** *Green Economy, Behavior, Learning, Promotion, Environment.*

## INTRODUCTION

In response to increasingly urgent global environmental challenges, education plays a crucial role in preparing future generations to become agents of change who are environmentally conscious (Droubi S, 2013).This study focuses on efforts to promote environmentally friendly behavior through green economy-based English language learning in higher education institutions (Herman Fassou Haba, 2023). As a higher education institution located in a rapidly growing urban area, Al Washliyah University Medan has significant potential to influence students' attitudes and behaviors toward the environment by incorporating green economy principles into its learning approaches. This research aims to explore how English language learning, delivered with a green economy approach, can impact students' understanding, attitudes, and actions related to environmental issues, as well as

identify effective strategies for integrating environmental aspects into the English language curriculum in higher education.

The global environmental crisis has become a pressing issue that requires concrete action from all parties (Al-Hamrani et al., 2021). The green economy refers to an economic system that prioritizes sustainable and environmentally friendly growth (Bergius et al., 2020). It also emphasizes social inclusion and equity while considering the economic impact on local communities (Confente et al., 2020). Achieving sustainable solutions to environmental challenges also requires commitment and collaboration across sectors, involving civil society, government, industry, and educational institutions, including universities.

Environmental issues faced by various countries reflect the complex global challenges that the international community must address. Government policies supporting the transition to a green economy include renewable energy policies, fiscal incentives for clean technologies, and strict environmental regulations. The use of renewable energy sources and cleaner production technologies can reduce carbon emissions during production processes.

The research questions in this study are: 1) How does green economy-based English language learning influence environmental awareness among students at Al Washliyah University Medan? 2) How does environmentally friendly behavior affect environmental awareness among students at Al Washliyah University Medan? 3) How does the promotion of environmentally friendly practices impact environmental awareness among students at Al Washliyah University Medan? 4) What is the combined influence of English language learning, environmentally friendly behavior, and the promotion of environmentally friendly practices on environmental awareness among students at Al Washliyah University Medan?

Environmental awareness within the framework of the green economy is increasingly urgent in addressing global challenges, particularly in shaping sustainable behaviors among future generations. Students, as key agents of change, must be equipped with the knowledge and skills to navigate and address environmental issues effectively. In this regard, integrating green economy principles into English language learning at higher education institutions, such as

Al Washliyah University Medan, offers a dual-purpose strategy: enhancing language proficiency while cultivating environmental consciousness.

This approach allows students to grasp the interplay between language skills and environmental stewardship. By learning environmental terminology, sustainable practices, and global strategies in English, students are better positioned to engage in international discourse and contribute to solutions for pressing ecological problems. Moreover, this integration transforms English language learning into a platform for meaningful action, equipping students not only to discuss sustainability but also to practice it. Given the rising importance of sustainability in education, this research underscores the necessity of leveraging English language learning as a powerful vehicle for promoting environmental awareness and driving real-world impact.

## MATERIALS AND METHOD

Population and sample

Population refers to the generalization area consisting of objects or subjects with specific quantities and characteristics determined by the researcher to be studied and then from which conclusions are drawn (Sugiono, 2016). In this research, the population consists of all subjects to be studied. The population in this study includes all second- and fourth-semester students at Al Washliyah University in Medan, totaling 150 individuals.According to (Suharsimi Arikunto, 2016), a sample is a part of the population that possesses the same characteristics as the population. When the population is large and it is impossible for the researcher to study everything within the population, a sample is taken.

$$N/(1+\llbracket Ne \rrbracket^2 )$$

Explanation:

$N$ = required sample size

$n$ = total population

$e$ = sampling error rate

Sample Calculation Given: $N = 150$

$e = 5\%$

So:

$$n = N/(1+Ne^2 )$$

$$n=150/(1+150\llbracket(0.5)\rrbracket\char`^2\,)$$

n=150/(1+150×0..25)

n=150/(1+3.75)

n=150/4.75

n=32

Based on the formula, the number of samples used is 32 individuals

Data Collection Techniques

1. Questionnaire

    The data collection technique used involves providing written statements to respondents to be answered, aiming to gather information from the field.

2. Field Data Collection

    This technique is used to collect empirical data using a questionnaire. The scale used is the Likert scale. Respondents are asked to choose an answer or response based on the provided measurement scale, such as Always, Often, Sometimes, Almost Never, and Never.

**DISCUSSION**

This study aims to examine the influence of promotion and eco-friendly behavior on English Learning Based on the Green Economy. The respondents in this study were 32 students from UNIVA Medan.

Based on the results of multiple linear regression analysis, it was concluded that promotion (X1) and eco-friendly behavior (X2) have an impact on English Learning Based on the Green Economy (Y). The t-test results show that promotion has a partial effect on English Learning Based on the Green Economy. The test results indicate a t-value of 2.045 and a significance level of 0.998, which is smaller than 0.005. This means that the promotion variable has a significant partial effect on the English Learning Based on the Green Economy.

Furthermore, the t-test results also show that eco-friendly behavior has a partial effect on product sales. The t-test results for eco-friendly behavior show a t-value of 3.797 and a significance level of 0.001, which is smaller than 0.05. This indicates that the eco-friendly behavior variable has a significant partial effect on English Learning Based on the Green Economy.

The F-test, or simultaneous test, shows that the promotion and eco-friendly behavior variables together significantly affect the English Learning Based on the Green Economy. This is evidenced by the F-value of 7.530, which is greater than the F-table value of 3.32 (7.530 > 3.32).

## RESULTS

Results of Multiple Linear Regression Analysis

Multiple regression analysis is used by researchers when they aim to predict how the dependent variable will change (increase or decrease) if two or more independent variables as predictors are manipulated (their values are increased or decreased). Thus, regression analysis is conducted when the number of independent variables is at least two. The regression equation for the variables is as follows:

$$Y = a + b1X1 + b2X2 + e$$

Where:

· $Y$ = English Learning Based on the Green Economy

· $a$ = Constant

· $b1 + b2$ = Regression Coefficients

· $X1$ = Promotion

· $X2$ = Eco-Friendly Behaviour

· $e$ = Standard Error

Using SPSS Version 23.0 with the regression method, the following multiple linear regression equation was obtained:

**Table 1.** Multiple Linear Regression Analysis Results

**Coefficients**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 9.509 | 5.180 | | 1.836 | .077 |
| | PROMOTION | .000 | .144 | .000 | -.003 | .998 |
| | ENVIRONMENTALLY FRIENDLY BEHAVIOR | .557 | .147 | .585 | 3.797 | .001 |

Dependent Variable: English Learning Based on the Green Economy

$Y = 9.509 + 0.000 \, X_1 + 0.0557 \, X_2$

The equation can be explained as follows:

  a.  Constant (α) value of 9.509

This indicates that if there is no relationship between the variables of promotion and eco-friendly behavior, the English Learning. Based on the Green Economy will still exist at a level of 9.509.

  b.  Regression coefficient of X1 (β) is 0.000

This means that for every one-unit increase in the promotion variable, eco-friendly

This means that for every one-unit increase in the promotion variable, eco-friendly behavior increases by 0.000.

**Regression coefficient of X2 (β) is 0.557**

This means that for every one-unit increase in the eco-friendly behavior variable, English Learning Based on the Green Economy will increase by 0.557.

Thus, based on the multiple linear regression analysis above, it can be concluded that English Learning Based on the Green Economy is influenced by both promotion and eco-friendly behavior.

**Partial Test (t-test)**

For the t-table value, using a significance level (α) of 0.025% and with degrees of freedom (2: n-k-1) = 32-2-1 = 29, the t-table value obtained is 2.045. This is then compared with the calculated t-value obtained to test the significance of the influence.

**Table 2.** Partial Test (t-Test)

| Coefficients | | | | | |
|---|---|---|---|---|---|
| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 (Constant) | 9.509 | 5.180 | | 1.836 | .077 |
| PROMOTION | .000 | .144 | .000 | -.003 | .998 |
| ECO-FRIENDLY BEHAVIOR | .557 | .147 | .585 | 3.797 | .001 |

Dependent Variable: English Learning Based on the Green Economy

  a.  Based on the calculation that promotion has a t-value of 0.003, which is smaller than the t-table value of 2.045 (t-value < t-table: 0.003 < 2.045), H0 is accepted, while Ha is rejected. It can be concluded that the promotion

variable does not have a significant effect at α = 0.05 on English Learning Based on Green Economy at UNIVA Medan.

b. Based on the calculation that environmentally friendly behavior has a t-value of 3.797, which is greater than the t-table value of 2.045 (t-value > t-table: 3.797 > 2.045), Ha is accepted, while H0 is rejected. It can be concluded that the environmentally friendly behavior variable has a significant effect at α = 0.05 on English Learning Based on Green Economy at UNIVA Medan.

Source: Appendix (processed using SPSS ver 23.0: 2022)

**Simultaneous Test (F Test)**

For the F-test, using a significance level of α=5% and a degree of freedom (n – k = 30), the F-table value obtained is 3.32. This is then compared with the F-value obtained to test the significance of the effect.

**Table 3.** Simultaneous Test (F Test)

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 35.880 | 2 | 17.940 | 7.530 | .002[b] |
| | Residual | 69.089 | 29 | 2.382 | | |
| | Total | 104.969 | 31 | | | |

a. Dependent Variable: English Learning Based on Green Economy

b. Predictors: (Constant), ENVIRONMENTALLY FRIENDLY BEHAVIOR, PROMOTION

Based on the calculation, the obtained F-value is 7.530 > the F-table value of 3.32 (7.530 > 3.32). Therefore, H0 is rejected and Ha is accepted, meaning that promotion and environmentally friendly behavior have a simultaneous effect on English Learning Based on Green Economy.

**CONCLUSION**

Based on the analysis of the data, The findings of this study highlight the significant potential of integrating green economy principles into English language learning to foster environmentally friendly behavior and promote sustainability in higher education. While the results indicate that promotion efforts do not

significantly influence students' English learning outcomes, the adoption of eco-friendly behavior shows a substantial positive impact. Together, these factors account for 65.2% of the variance in English learning outcomes when based on the green economy framework. This underscores the importance of incorporating sustainability concepts into educational curricula, particularly in language learning, as a means to enhance not only students' academic performance but also their environmental awareness and commitment to sustainable practices.

## REFERENCES

Al-Hamrani, A., Kim, D., Kucukvar, M., & Onat, N. C. (2021). Circular economy application for a Green Stadium construction towards sustainable FIFA world cup Qatar 2022$^{TM}$. *Environmental Impact Assessment Review*, *87*. https://doi.org/10.1016/j.eiar.2020.106543

Bergius, M., Benjaminsen, T. A., Maganga, F., & Buhaug, H. (2020). Green economy, degradation narratives, and land-use conflicts in Tanzania. *World Development*, *129*. https://doi.org/10.1016/j.worlddev.2019.104850

Confente, I., Scarpi, D., & Russo, I. (2020). Marketing a new generation of bio-plastics products for a circular economy: The role of green self-identity, self-congruity, and perceived value. *Journal of Business Research*, *112*, 431–439. https://doi.org/10.1016/j.jbusres.2019.10.030

Droubi S, G. A. F. F. de M. A. H. RJ. (2013). *Transforming education for the just transition. Energy Research & Social Science.* https://www.sciencedirect.com/science/article/pii/S2214629623001500

Herman Fassou Haba, C. B. , O. D. (2023). Green consumer research: Trends and way forward based on bibliometric analysis. *Cleaner and Responsible Consumption*. www.journals.elsevier.com/cleaner-and-responsible-consumption

Sugiono. (2016). *Metode penelitian pendidikan : pendekatan kuantitatif, kualitatif, dan R&D* (Vols. 979-8433-71–8). ALFABETA. https://elibrary.bsi.ac.id/readbook/204383/metode-penelitian-pendidikan-pendekatan-kuantitatif-kualitatif-dan-r-d.html

Suharsimi Arikunto. (2016). *Prosedur penelitian : suatu pendekatan praktek / Suharsimi Arikunto*. Rineka Cipta. https://inlislite.uin-suska.ac.id/opac/detail-opac?id=3766

*How to find the Article to Cite* (APA style):
*https://scholar.google.com/citations?hl=en&user=J7RwxxgAAAAJ&view_op=list_works&sortby=pubdate*