



FAMILY QUALITY OF LIFE AS A DETERMINANT OF THE ENVIRONMENTAL ATTITUDE IN MUSLIM STUDENTS



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Abstract

Environmental Attitude is a positive or caring attitude that influences individual behavior to engage in activities related to the surrounding environment. Family Quality of Life (FQOL) is one of the main factors that influence students to have a caring attitude toward their environment, especially at school. This research aims to examine the role of family quality of life (FQOL) on environmental awareness (environmental attitude) among high school students in Riau Province. The subjects in this research were 734 students from 5 high schools who lived with their parents in Riau Province. The selection of schools in this research was carried out using non-probability sampling techniques based on accidental sampling. The data collection technique in this research was carried out by administering an environmental attitude and Family Quality of Life (FQOL) scale. Data analysis in this research was carried out using multiple regression techniques. Based on the results of the analysis that has been carried out, it shows a significant influence between the Family Quality of Life (FQOL) variable on Environmental Attitude. This means that the quality of family life for students can greatly influence their attitude of caring for the environment, especially at school.

Environmental Attitude merupakan sikap positif atau kepedulian yang mempengaruhi perilaku individu untuk terlibat dalam aktivitas yang berkaitan dengan lingkungan sekitarnya. Kualitas kehidupan dalam keluarga atau Family Quality of Life (FQOL) menjadi salah satu faktor utama yang dapat mempengaruhi siswa memiliki sikap peduli terhadap lingkungannya terutama di sekolah. Penelitian ini bertujuan untuk mengkaji peran kualitas hidup keluarga (FQOL) terhadap kepedulian lingkungan (environmental attitude) pada siswa SLTA di Provinsi Riau. Subjek dalam penelitian ini sebanyak 734 siswa dari 5 SLTA yang tinggal bersama orangtua di Provinsi Riau. Pemilihan sekolah dalam penelitian ini dilakukan dengan menggunakan teknik random sampling dan pengambilan sampel dilakukan dengan menggunakan teknik non probability sampling berdasarkan aksidental sampling. Teknik pengumpulan data dalam penelitian ini dilakukan dengan mengadministrasikan instrumen penelitian skala environmental attitude dan Family Quality of Life (FQOL). Analisis data dalam penelitian ini dilakukan dengan menggunakan teknik regresi berganda. Berdasarkan hasil analisis yang telah dilakukan menunjukkan hasil bahwa terdapat pengaruh yang signifikan antara variabel Family Quality of Life (FQOL) terhadap Environmental Attitude. Artinya bahwa kualitas dalam kehidupan keluarga bagi siswa dapat memberikan pengaruh besar terhadap sikap kepeduliannya dengan lingkungan terutama di sekolah.

Background

Recently, environmental damage has become a hot topic of conversation, both in developed and developing countries, including Indonesia. These problems include deforestation,¹ clean water pollution everywhere,² air pollution, industrial waste from both the private and public sectors,³ as well

¹ Luiz Enrique Vieira de Souza et al., "Violence and Illegal Deforestation: The Crimes of 'Environmental Militias' in the Amazon Forest," *Capitalism, Nature, Socialism* 33, no. 2 (2022): 5–25, <https://doi.org/10.1080/10455752.2021.1980817>.

² Linda Schweitzer and James Noblet, "Water Contamination and Pollution," *Green Chemistry: An Inclusive Approach*, 2018, 261–90, <https://doi.org/10.1016/B978-0-12-809270-5.00011-X>.

³ Letcher, T., & Vallero, D. A. (Eds.). (2019). *Waste: A handbook for management*. Academic Press.



as the accumulation of household waste.⁴ The issue of environment also occurs at school where many students throw rubbish carelessly,⁵ both in the classroom, yard and in the canteen,⁶ students do not carry out cleanliness,⁷ they also seem to not show a pro-environment attitude. In some cases, they are reluctant to participate in working together to clean the school environment,⁸ use water and excessive paper, and are unwilling to participate in cooperation.⁹ The problems above can be caused by students' lack of concern for the environment, be it their living environment, home, or school. That condition can no longer be tolerated, and it is an urgent problem that must receive full attention if humans do not want to experience greater disaster. Environmental damage is a problem that is not only felt by individuals, families, and communities but also has an impact regionally and even globally.¹⁰ The environment has a significant influence on individual health, both physical and psychological, such as sleep disorders, and even air pollution has a significant impact on mental health.¹¹ Likewise, for families and communities, the most significant challenges related to public health include indoor and outdoor air pollution (Berhane, Kumie, Samet, 2016). Environmental factors are things that contribute to children, namely 36% of all deaths and 34% of the total burden of disease in children aged 0-14 years¹². Furthermore, environmental problems have a negative impact on health,¹³ both physically and mentally,¹⁴ leading to disasters or *global warming*.¹⁵ Various impacts have occurred and caused several major impacts, especially on the comfort of life. Future generations

⁴ Ivan V. Krechetov et al., "Implementation of Automated Lines for Sorting and Recycling Household Waste as an Important Goal of Environmental Protection," *Journal of Environmental Management and Tourism* 9, no. 8 (2018): 1805–12, [https://doi.org/10.14505/jemt.v9.8\(32\).21](https://doi.org/10.14505/jemt.v9.8(32).21).

⁵ Achmad Husen et al., "Implementation of Teaching Character Education, Particularly in Environmental Care Value, in Labschool Jakarta," *Journal of Social Studies Education Research* 13, no. 4 (2022): 225–49.

⁶ Chuanhui Liao and Hui Li, "Environmental Education, Knowledge, and High School Students' Intention toward Separation of Solid Waste on Campus," *International Journal of Environmental Research and Public Health* 16, no. 9 (2019), <https://doi.org/10.3390/ijerph16091659>.

⁷ Masturoh and Saiful Ridlo, "Character Building of Environmental Care on Students in Sekolah Indonesia Kota Kinabalu (SIKK) Malaysia," *Journal of Biology Education* 9, no. 2 (2020): 193–201.

⁸ Asep Rudi Casmana et al., "Global Citizenship: Preparing the Younger Generation to Possess pro-Environment Behavior, Mutual Assistance and Tolerance Awareness through School Engagement," *Globalisation, Societies and Education* 21, no. 1 (2023): 15–32, <https://doi.org/10.1080/14767724.2021.2013167>.

⁹ Nor Akmar Abdul Aziz et al., "Public Perception to Littering in Greenspaces: A Case Study in Bintulu, Sarawak, Malaysia," *Journal of Physics: Conference Series* 1358, no. 1 (2019), <https://doi.org/10.1088/1742-6596/1358/1/012031>.

¹⁰ W. A. Ajibike et al., "The Impacts of Social Responsibility on the Environmental Sustainability Performance of the Malaysian Construction Industry," *International Journal of Construction Management* 23, no. 5 (2023): 780–89, <https://doi.org/10.1080/15623599.2021.1929797>.

¹¹ Dzhambov, Angel M., et al. "Pathways linking residential noise and air pollution to mental ill-health in young adults." *Environmental Research* 166 (2018): 458-465.

¹² Pronczuk, J., Bruné, M.-N., & Gore, F. (2011). Children's Environmental Health in Developing Countries**The authors are staff members of the World Health Organization. The authors alone are responsible for the views expressed in this publication, and they do not necessarily represent the decisions or policies of the World Health Organization. *Encyclopedia of Environmental Health*, 601–610. doi:10.1016/b978-0-444-52272-6.00008-8.

¹³ Fayyaz Ahmad Faize and Mubeen Akhtar, "Addressing Environmental Knowledge and Environmental Attitude in Undergraduate Students through Scientific Argumentation," *Journal of Cleaner Production* 252 (2020): 119928, <https://doi.org/10.1016/j.jclepro.2019.119928>.

¹⁴ Hong Yang et al., "Waste Management, Informal Recycling, Environmental Pollution and Public Health," *Journal of Epidemiology and Community Health* 72, no. 3 (2018): 237–43, <https://doi.org/10.1136/jech-2016-208597>.

¹⁵ Michael von Massow et al., "Valuing the Multiple Impacts of Household Food Waste," *Frontiers in Nutrition* 6 (2019), <https://doi.org/10.3389/fnut.2019.00143>.

will feel the long-term impact of environmental damage. However, starting a positive attitude towards the environment will make an excellent contribution to reducing the negative impacts.

An attitude of concern for the environment is called environmental attitude, which is a belief or attitude that influences individual behavior to engage in activities related to the environment.¹⁶ Environmental attitude also refers to the attitude or expression of a person's psychological tendencies towards an object or the surrounding environment¹⁷, which can determine the condition of an environment and will impact the quality of the environment itself.¹⁸ It can refer to attitudes towards all external objects of one's reality. A caring attitude towards the environment means an attitude that is manifested in daily life to preserve, repair, and prevent environmental damage and pollution. These attitudes can be seen from cognitive behavioral responses (responses in the form of actions and statements regarding behavior). *Environmental attitude* also refers to the extent to which an individual is aware of environmental problems, supports efforts to solve them, and is willing to contribute personally to their solution.

Dealing with the various problems that occur, it is necessary to instill responsibility and concern in students to be able to protect the environment, especially at home and school. This responsibility to protect the environment is in accordance with the word of Allah in the AL Qur'an Surah Hud Verse 61, which means:

"And to Thamud (we sent) their pious brothers. Shaleh said: "O my people, worship Allah, there is no god for you but Him. He is the one who created you from the earth (soil) and made you prosperous. Therefore, ask for His forgiveness, then repent to Him. Indeed, my God is very near (His grace) and accepts the prayers of His servants."

This quranic verse means there is a recommendation to preserve and prosper Allah SWT's creation on earth. The essence of prospering the earth is the obligation to protect,¹⁹ preserve, utilize, and process the environment well so that it can be useful for future generations.²⁰ The obligations carried out show a Muslim's caring attitude towards the environment.

Apart from that, there is also the word of Allah in the Al-Qur'an, Surah Al-A'raf verse 56, which means;

"And do not cause damage on the earth after (Allah) has repaired it and pray to Him with fear (it will not be accepted) and hope (it will be granted). Indeed, Allah's mercy is very close to those who do good."

Therefore, in order to instill good personality and morals, the role of the family is very necessary. Individual experiences can be obtained by individuals from the family, resulting in certain attitudes for the individual. Family functioning has a stronger relationship to behavior than attitudes

¹⁶ Daniel J. Schultz, Daniel P. Hatfield, and Christina D. Economos, "Implementing Successful School Run Clubs: Lessons Learned from a District-Level Initiative in Boston Public Schools," *Journal of Physical Education, Recreation and Dance* 90, no. 2 (2019): 31–42, <https://doi.org/10.1080/07303084.2018.1546631>.

¹⁷ Burhanis Sulthan Salmina, Abdul Rahman Lubis, "Pengaruh Environmental Attitude Terhadap Green Purchasing Behavior Yang Dimediasi Oleh Green Marketing Perceptions Dan Green Purchasing Willingness" 1, no. 1 (2023): 82–97.

¹⁸ Rony Rony, "Urgensi Manajemen Budaya Organisasi Sekolah Terhadap Pembentukan Karakter Peserta Didik," *Tafkir: Interdisciplinary Journal of Islamic Education* 2, no. 1 (2021): 98–121, <https://doi.org/10.31538/tijie.v2i1.26>.

¹⁹ Abdullah Muhammad, "Urgensi Pelestarian Lingkungan Hidup Dalam Al-Qur'an," *Jurnal Pillar : Jurnal Kajian Islam Kontemporer* 13, no. 1 (2022): 67–87.

²⁰ Febri Hijroh Mukhlis, "Paradigma Ekologis Dalam Tafsir Al-Qur'an," *Qof* 6, no. 1 (2022): 89–108, <https://doi.org/10.30762/qof.v6i1.396>.

toward the environment.²¹ Parenting prioritizes children's welfare rather than paying attention to attitudes and behavior toward the environment.²² Therefore, Environmental Attitude can be influenced by the quality of life in the family or Family Quality of Life (FQOL), because it is the main factor in forming personality and providing an example to children. The quality of family life is called Family Quality of Life (FQOL), which is multidimensional and reflects an individual's perception of their life and is related to how each family member supports each other, provides influence or role models so that they can live according to existing norms,²³ This is because the good and bad of a child's personality is determined by the upbringing and guidance of his family.

A good personality in Islam has its own value, which can make humans perfect human beings by improving their quality of behavior. Apart from that, having a good personality also reflects good morals, as in the hadith of Rasulullah SAW; It means; *"Indeed, among the people I love most and who will sit closest to me on the Day of Resurrection, those who have the best morals (H.R. Tirmidhi)*. This hadith means that students with good personalities and morals will tend to have a more positive attitude towards their environment²⁴ because Islam teaches the obligation to preserve the environment.²⁵ Various efforts should be made to instill attitudes toward the environment. This effort can be started from family, such as testing environmental care behavior by planting trees.²⁶ Apart from that, some tests have been carried out, namely implementing environmentally friendly behavior in an effort to increase environmental sustainability.²⁷ In accordance with several explanations that have been described and various tests that have been carried out, it is deemed necessary to carry out research on how Family Quality of Life (FQOL) can influence or determine the environmental attitude of Muslim students. This research examines the influence of Family Quality of Life (FQOL) on the environmental attitude of Muslim students.

Research Method

The type of research in this research is quantitative descriptive research with regression analysis techniques. The subjects in this research were 734 students from 5 high schools who lived with their parents in Riau Province. The school selection technique in this study used a random

²¹ Erhabor, Norris I., and Cynthia Oviahon. "Relationship between Family Functioning and Environmental Attitudes on the Environmental Behaviours of Students in a Federal University in Edo State, Nigeria." *Eur. J. Sustain. Dev. Res* 2 (2018): 28.

²² Thomas, Gregory O., et al. "The impact of parenthood on environmental attitudes and behaviour: a longitudinal investigation of the legacy hypothesis." *Population and environment* 39 (2018): 261-276.

²³ Norris Igbinoso Erhabor and Cynthia Oviahon, "Relationship between Family Functioning and Environmental Attitudes on the Environmental Behaviours of Students in a Federal University in Edo State, Nigeria," *European Journal of Sustainable Development Research* 2, no. 3 (2018), <https://doi.org/10.20897/ejosdr/87022>.

²⁴ Agung Purwono and Tsamrotul Jannah, "Pengaruh Wiyata Lingkungan Dan Kecerdasan Ekologis Terhadap Sikap Kepedulian Lingkungan Bagi Siswa MI," *Child Education Journal* 2, no. 1 (2020): 1–9, <https://doi.org/10.33086/cej.v2i1.1518>.

²⁵ Wahyu Rasyid and Nurhaedah Hasan, "Konsep Hukum Islam Tentang Pelestarian Lingkungan Hidup Dalam Mengatasi Pencemaran Lingkungan" 6, no. 1 (2022): 39–64, <https://cestpasnous.blogspot.com/2013/06/kandun>.

²⁶ Julie Whitburn, Wayne L. Linklater, and Taciano L. Milfont, "Exposure to Urban Nature and Tree Planting Are Related to Pro-Environmental Behavior via Connection to Nature, the Use of Nature for Psychological Restoration, and Environmental Attitudes," *Environment and Behavior* 51, no. 7 (2019): 787–810, <https://doi.org/10.1177/0013916517751009>.

²⁷ Muhammad Shahid Khan et al., "Consumer Green Behaviour: An Approach towards Environmental Sustainability," *Sustainable Development* 28, no. 5 (2020): 1168–80, <https://doi.org/10.1002/sd.2066>.

sampling technique, subject selection was carried out based on accidental sampling, and sample selection is carried out using non-probability sampling techniques.

Data collection in this research was carried out by administering the research instrument in the form of an *Environmental attitude scale* of as many as 25 items. The environmental attitude scale²⁸ was adapted to consist of four factors: environmental awareness, attitudes toward recovery, attitudes towards recycling, and environmental awareness and behavior. The results of the research instrument trial showed that the item differentiation coefficient value for the *environmental attitude* variable was in the range of 0.441 to 0.675, with the *Alpha Cronbach* reliability coefficient of 0.83.

Meanwhile, the Family Quality of Life scale from the Beach Center is used for the Family Quality of Life variable. The difference coefficient between items was obtained in the range of 0.268 to 0.603 with a reliability of 0.911. Quality of life in the family (FQOL) consists of 25 items.

Result

Dealing with the results of the data collection that has been carried out by administering the research instrument in the form of a scale *Environmental attitude* and *Family Quality of Life* (FQOL), then analysis of the research data was carried out. The results of the research that has been carried out can be seen in Table 1 below.

Table 1. Variable Categorization of *Family Quality of Life* (F-QOL)

Category	Value	Frequency	%
SR	X 50.1	5	0.7%
R	50.1 < X 66.7	7	1%
S	66.7 < X 83.3	132	18%
T	83.3 < X 99.9	313	42.6%
ST	99.9 ≤ X	277	37.7%
Total		734	100%

Table 1. above indicates that the role of *Family Quality of Life* (FQOL) among students is in the Very Low category, with as many as 5 people (0.7%), in the Low category as many as 7 people (1%), in the Medium category as many as 132 people (18%) , the High category was 313 people (42.6%), and the Very High category was 277 people (37.7%). Based on the results of the data description, it can be concluded that most of the roles of *Family Quality of Life* (FQOL) for students are in the high category.

Table 2. Variable Categorization of Environmental Attitude

Category	Value	Frequency	%
SR	X 40.05	0	0%
R	40.05 < X 53.35	1	0.1%
S	53.35 < X 66.65	109	14.9%
T	66.65 < X 79.95	451	61.4%
ST	79.95 X	173	23.6%
Total		734	

²⁸ Ugulu, Ilker, Mehmet Sahin, and Suleyman Baslar. "High school students' environmental attitude: Scale development and validation." *International Journal of Educational Sciences* 5.4 (2013): 415-424.

Table 2. It indicates that in the low category, *environmental attitude* is 1 person (0.1%), in the Medium category there are 109 people (14.9%), in the High category there are 451 people (61.4%), and in the Very High category there are 173 people (23.6%). Regarding the results of the data description, it can be concluded that most students are in the high category.

In accordance with the data analysis that has been carried out, the results obtained are as explained in Table 3 below.

Table 3. Summary of Regression Test Result

Variable	F	R	Sig
Family Life Quality (F-QOL) towards <i>environmental attitude</i>	110.767	0.359	0.000

The analysis results in Table 3 show that the F-QOL and EA variables show a significant relationship with the regression coefficient value $F = 110.767$ and the correlation coefficient value $r = 0.359$, $p = 0.000$ ($p < 0.05$). This research hypothesis is accepted, meaning that family quality of life can be a determining factor in forming a caring attitude toward the environment.

Family Quality of Life (FQOL); Environmental Attitude

Regarding the analysis results, the quality of families in this study is in the Very High category, namely 451 people or 61.4%. It means that families can develop good interactions, good parenting, and good emotional and physical well-being, and provide good support for the family. Family quality of life is related to the extent to which an individual experiences the quality of his life in the context of the family.²⁹ It also related to the extent to which the family has the opportunity to pursue all possibilities, and can achieve its goals in the community and society it is part.³⁰ A quality family is a family that is able to develop interactions between family members well, implement positive parenting patterns, support emotional and physical well-being, and provide support for family members.³¹

The family is the first educational institution for children. The family is the child's first world that contributes mentally and physically to his life. Through interactions within the family, children get to know not only themselves and their parents but also the life of the community and the natural surroundings. Parents as educators are indeed the foundation of a child's personality. This basic personality will play a role throughout life. The family as the smallest social unit is the most important and first educational environment, in the sense that the family is the environment that is most responsible for educating its children. The education given by parents should provide the basis for education, the socialization process, and life in society. Family is the first group (*primary group*), a place to lay the foundation of personality in the family. Parents play a role in forming an intimate and long-lasting interaction system characterized by personal loyalty, love, and affectionate relationships. The role of parents is to improve children's mental health. Family quality is formed through the care

²⁹ Janina Iwaniec and Xiao Lan Curdt-Christiansen, "Parents as Agents: Engaging Children in Environmental Literacy in China," *Sustainability (Switzerland)* 12, no. 16 (2020), <https://doi.org/10.3390/su12166605>.

³⁰ Jagad Aditya Dewantara et al., "Optimization of Character Education Through Community Participation Around The School Environment (Case Study in Lab School Junior High School Bandung)," *JED (Jurnal Etika Demokrasi)* 5, no. 1 (2020): 53–66, <https://doi.org/10.26618/jed.v5i1.3017>.

³¹ Wim Febrian Syahputra et al., "Pendidikan Dalam Keluarga Pada Anak Remaja" 4, no. 1 (n.d.): 980–85.

that is applied.³² Family is one of the most important things in raising children. The care provided can be the basis for forming behavior, character, and morals. Parental care also greatly influences the formation of a child's personality. This behavior pattern, both positive and negative, is immediately felt by children. Parental care that does not guide children enough and allows them to make their own decisions causes them to become less responsive to other people, behave according to their wishes, and lose social responsibility³³. That is the reason why the greatest control in parenting patterns is in the hands of the family, especially parents. Parents are a reflection that can be seen and imitated by their children in the family. Therefore, childcare is a series of obligations that parents must carry out. If child care cannot be fulfilled properly and correctly, problems and conflicts will often arise, both within the child himself, between the child and his parents, as well as with his environment.

Parenting patterns in the family have a stronger influence than parenting outside, even at school. The best parenting patterns can only be found in a family environment. The family is the first and foremost educational forum in a child's life. Children spend more time with the family than their teachers in school. The teacher in a school also will change every year, but outside of school, children will be guided and raised by the same parents for years. The family functions as an environment that provides suitable conditions, therefore the physical, psychological, social, and mental aspects of each family member could develop properly.³⁴

Parenting strategies in families have different variations. There are many parenting strategies for parents in caring for, guiding, educating, protecting, socializing, and applying discipline, which is a process of forming a child's positive attitude in behaving so that they are accepted in the environment. Apart from that, parenting strategies are also carried out to obtain a good quality of family life which is formed through physical well-being, which is also brought in the family.³⁵ Welfare is how family members are able to utilize conditions and facilities in the family to improve relationships and openness within the family.³⁶

Developing a positive attitude in children will form attitudes and behaviors that encourage them to protect their environment.³⁷ This condition is in line with research that indicates that a child learns about right and wrong starting with simple things in everyday life, including keeping the environment clean and throwing rubbish in its place.³⁸ Other research also reveals that students will treat their environment in accordance with their family's views on the environment. If the

³² Prio Utomo, Fiki Prayogi, and Reza Pahlevi, "Bimbingan Dan Konseling Keluarga: Pola Asuh Orang Tua Dan Implikasinya Terhadap Penanaman Value-Value Karakter Utomo, P., Prayogi, F., & Pahlevi, R. (2022). Bimbingan Dan Konseling Keluarga: Pola Asuh Orang Tua Dan Implikasinya Terhadap Penanaman Value-Ni," *Prophetic : Professional, Empathy, Islamic Counseling Journal* 5, no. 1 (2022): 35.

³³ Alizadeh, Shahla, et al. "Relationship between parenting style and children's behavior problems." *Asian social science* 7.12 (2011): 195-200.

³⁴ Dai, Liangtie, and Lingna Wang. "Review of family functioning." *Open Journal of Social Sciences* 3.12 (2015): 134.

³⁵ Anna Sverdlik et al., "The PhD Experience: A Review of the Factors Influencing Doctoral Students' Completion, Achievement, and Well-Being," *International Journal of Doctoral Studies* 13 (2018): 361–88, <https://doi.org/10.28945/4113>.

³⁶ Andrej Kirbiš, "Environmental Attitudes among Youth: How Much Do the Educational Characteristics of Parents and Young People Matter?," *Sustainability (Switzerland)* 15, no. 15 (2023), <https://doi.org/10.3390/su151511921>.

³⁷ Iwaniec and Curdt-Christiansen, "Parents as Agents: Engaging Children in Environmental Literacy in China."

³⁸ Herdis Herdiansyah et al., "Parental Education and Good Child Habits to Encourage Sustainable Littering Behavior," *Sustainability (Switzerland)* 13, no. 15 (2021), <https://doi.org/10.3390/su13158645>.

interactions within the family are positive, then the emerging attitudes will be positive.³⁹ This condition teaches students how to respect the environment around them. A child will model his parents' behavior such as honesty, trustworthiness, responsibility, and care, especially caring for the environment.⁴⁰ Parents who do not have a sense of concern for the environment by always throwing rubbish carelessly will indirectly follow their parents in throwing rubbish carelessly, and vice versa.⁴¹ By this instance, parents are the first role models for children in the family.⁴²

Regarding the results of the research analysis that has been carried out, the results show a significant influence between the Family Quality of Life (FQOL) variable on Environmental Attitudes. This influence means that if the family's quality of life is good, attitudes towards the environment will also be good. Environmental attitude is a psychological tendency expressed by evaluating perceptions or beliefs about the natural environment, including factors that influence its quality, with a tendency to support or not support it (Milfont, 2007). Heberlein (1981) believes that technically, all objects outside the human self are part of the environment, so all attitudes except beliefs about oneself can be appropriately called environmental attitudes.

One of the influencing factors of *Environmental Attitude* is *Family Quality of Life* (FQOL).⁴³ Family plays a major role in providing an example of how to care for the environment.⁴⁴ *Family Quality of Life* (FQOL) is a concept that emerged to understand and improve families' welfare and quality of life. Family Quality of Life (FQOL) is when individuals experience and feel the quality of their own life in the context of the family, and how the family as a whole has the opportunity to pursue important opportunities and achieve goals in society. Families that can fulfill the factors that increase Family Quality of Life (FQOL) will certainly have a high quality of family life, and vice versa. Families that cannot fulfill the factors that can improve FQoL well will undoubtedly impact the family's low quality of life.

The role of family quality of life is multidimensional, reflecting positive attitudes and instilling good perceptions and values towards environmental life.⁴⁵ *Family Quality of Life* (FQoL) can form close relationships for each family member, support each other, and provide an influence or example to have a good personality and positive values for the environment.⁴⁶ Apart from that, families who

³⁹ Erhabor and Oviahon, "Relationship between Family Functioning and Environmental Attitudes on the Environmental Behaviours of Students in a Federal University in Edo State, Nigeria."

⁴⁰ Muhammad Elmy and Heru Puji Winarso, "Kepedulian Orang Tua Dalam Menanamkan Karakter Peduli Lingkungan (Studi Terhadap Warga Di Bantaran Sungai Kuin Kota Banjarmasin)," *Jurnal Pendidikan Kewarganegaraan* 9, no. 2 (2019): 51, <https://doi.org/10.20527/kewarganegaraan.v9i2.7553>.

⁴¹ Taciano L. Milfont, Wouter Poortinga, and Chris G. Sibley, "Does Having Children Increase Environmental Concern? Testing Parenthood Effects with Longitudinal Data from the New Zealand Attitudes and Values Study," *PLoS ONE* 15, no. 3 (2020): 1–16, <https://doi.org/10.1371/journal.pone.0230361>.

⁴² Reza Biabani Dilmaghani, Baharam Armoon, and Ladan Fattah Moghaddam, "Work-Family Conflict and the Professional Quality of Life and Their Sociodemographic Characteristics among Nurses: A Cross-Sectional Study in Tehran, Iran," *BMC Nursing* 21, no. 1 (2022): 1–9, <https://doi.org/10.1186/s12912-022-01069-9>.

⁴³ Femke Boelsma et al., "'Special' Families and Their 'Normal' Daily Lives: Family Quality of Life and the Social Environment," *International Journal of Child, Youth and Family Studies* 9, no. 4 (2018): 107–24, <https://doi.org/10.18357/ijcyfs94201818643>.

⁴⁴ Pihui Liu, Minmin Teng, and Chuanfeng Han, "How Does Environmental Knowledge Translate into Pro-Environmental Behaviors?: The Mediating Role of Environmental Attitudes and Behavioral Intentions," *Science of the Total Environment* 728 (2020): 138126, <https://doi.org/10.1016/j.scitotenv.2020.138126>.

⁴⁵ Boelsma et al., "'Special' Families and Their 'Normal' Daily Lives: Family Quality of Life and the Social Environment."

⁴⁶ Erhabor and Oviahon, "Relationship between Family Functioning and Environmental Attitudes on the Environmental Behaviours of Students in a Federal University in Edo State, Nigeria."

always implement a positive lifestyle provide a good example in living their lives, especially implementing the life exemplified by the Prophet SAW,⁴⁷ has a big impact on personality and in developing environmental attitudes in children.⁴⁸

A good personality that has been formed from home or family will also have a significant impact on children's attitudes and behavior towards their environment,⁴⁹ especially the school environment. Environmental attitude is important for students so that they have awareness and concern for nature and a healthier environment, as are the aspects of *Environmental Attitude* namely the individual's conscious interest in his environment.⁵⁰ Students will think that littering is a disgraceful act and will cause discomfort and be a source of disease⁵¹ and realizing that cleanliness, especially in the school environment, is part of faith as exemplified by the Prophet Muhammad.⁵²

Environmental issues are not only a matter for the government, NGOs, or the state's responsibility. However, this is a personal responsibility. The quality of a good family and positive contribution to environmental maintenance. A positive attitude towards the environment can start from instilling positive values in the family, forming positive habits. In order to form the character of students who are aware of the importance of protecting the school environment, efforts are needed that can develop, direct, and give students souls that love the environment. Parents, as the family's first and main educators, have an essential role in shaping students' attitudes and behavior so that they care about the environment, especially at school. Therefore, as a follow-up to the results of this research, efforts are needed to improve and develop Family Quality of Life (FQOL) further, especially the values of concern for a healthier environment.

Conclusion

Attitude of concern for the environment (*Environmental Attitude*) is an issue that can be instilled in the community, especially the family, because it is the main example that all family members can imitate. Analysis of the data obtained in the research shows that *Family Quality of Life* (FQOL) influence *Environmental Attitude*. Regarding this issue, improving the quality of family life is necessary because it can help develop a positive attitude towards the environment, especially for students. Students will treat their environment in accordance with their family's views on the environment. If the interaction is positive, then the emerging attitude will be positive too. Apart from that, sustainable efforts need to be carried out as a form of concern for a healthier environment, especially efforts to instill a responsible attitude towards students in the school environment.

⁴⁷ Karliana Indrawari et al., "Penerapan Value Pendidikan Islam Dalam Keluarga Melalui Prophetic Parenting Dalam Pembentukan Akhlak Anak Usia Emas Di Desa Bukit Barisan," *Belajea: Jurnal Pendidikan Islam* 6, no. 2 (2021): 181, <https://doi.org/10.29240/belajea.v6i2.3417>.

⁴⁸ Hikmatullah and Fachmi Teguh, "Keteladanan Orang Tua Dalam Islam," *Geneologi PAI Jurnal Pendidikan Agama Islam* 07, no. 2 (2020): 165–87.

⁴⁹ I Komang Wisnu Budi Wijaya, "Eco Family : Metode Parenting Anak Usia Dini Untuk Membentuk Generasi Literasi Lingkungan," *Pratama Widya : Jurnal Pendidikan Anak Usia Dini* 4, no. 1 (2019): 40, <https://doi.org/10.25078/pw.v4i1.1067>.

⁵⁰ Dovilė Šorytė and Vilmantė Pakalniškienė, "Environmental Attitudes and Recycling Behaviour in Primary School Age: The Role of School and Parents," *Psichologija* 63 (2021): 101–17, <https://doi.org/10.15388/psichol.2021.30>.

⁵¹ Indrawari et al., "Penerapan Value Pendidikan Islam Dalam Keluarga Melalui Prophetic Parenting Dalam Pembentukan Akhlak Anak Usia Emas Di Desa Bukit Barisan."

⁵² Muhammad Syamsi Harimulyo, Benny Prasetya, and Devy Habibi Muhammad, "Value-Value Pendidikan Akhlak Dalam Kitab Risalatul Mu'awanah Dan Relevansinya," *Jurnal Penelitian IPTEKS* 6, no. 1 (2021): 72–89, <https://doi.org/10.32528/ipteks.v6i1.5253>.

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