

The Influence of Ecoliteracy Understanding on High School Students' Environmental Awareness

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ABSTRACT

This study aimed to analyze the influence of ecoliteracy understanding on students' environmental awareness at SMAIT Baitul Muslim East Lampung, a school that has not received Adiwiyata certification, a national program recognizing environmentally oriented schools in Indonesia. The study employed a quantitative method with a causal-associative approach. The sample consisted of 79 students selected through cluster random sampling from a population of 374 students. Data were collected using Likert-scale questionnaires and analyzed through simple linear regression using IBM SPSS 25. The findings revealed that students' ecoliteracy understanding was in the moderate to high category, while environmental awareness was categorized as good. Regression analysis showed a positive and significant influence of ecoliteracy understanding on environmental awareness, indicated by a significance value of 0.000 and a coefficient of determination (R^2) of 0.817. This indicates that ecoliteracy understanding contributed 81.7% to students' environmental awareness. The study highlights the important role of strengthening ecoliteracy in fostering students' environmental awareness and responsibility, including in non-Adiwiyata schools.

Keywords: Ecoliteracy; Environmental Awareness; Non-Adiwiyata Schools

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh pemahaman ekoliterasi terhadap sikap peduli lingkungan siswa di SMAIT Baitul Muslim Lampung Timur, yaitu sekolah yang tidak memperoleh sertifikasi Adiwiyata, sebuah program nasional yang memberikan pengakuan kepada sekolah berorientasi lingkungan di Indonesia. Penelitian menggunakan metode kuantitatif dengan pendekatan kausal asosiatif. Sampel penelitian berjumlah 79 siswa yang dipilih melalui cluster random sampling dari populasi 374 siswa. Data dikumpulkan menggunakan angket skala Likert dan dianalisis melalui regresi linear sederhana menggunakan IBM SPSS 25. Hasil penelitian menunjukkan bahwa pemahaman ekoliterasi siswa berada pada kategori sedang hingga tinggi, sedangkan sikap peduli lingkungan berada pada kategori baik. Uji regresi menunjukkan adanya pengaruh positif dan signifikan antara pemahaman ekoliterasi terhadap sikap peduli lingkungan dengan nilai signifikansi 0,000 dan koefisien determinasi (R^2) sebesar 0,817. Hal ini menunjukkan bahwa pemahaman ekoliterasi berkontribusi sebesar 81,7% terhadap sikap peduli lingkungan siswa. Penelitian ini menegaskan bahwa penguatan ekoliterasi berperan penting dalam membentuk kesadaran dan tanggung jawab lingkungan siswa, termasuk pada sekolah non-Adiwiyata.

Kata Kunci: Ekoliterasi; Kesadaran Lingkungan; Sekolah Non-Adiwiyata.

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INTRODUCTION

Environmental degradation in Indonesia reflects the need to strengthen environmental education and students' ability to respond to environmental problems (Parida et al., 2021). One of the environmental problems commonly found in school environments is plastic waste, which is associated with students' snacking habits and littering behavior (Rusdi et al., 2023). These conditions indicate that environmental education should not be limited to the delivery of conceptual knowledge but should also develop students' ability to identify environmental problems and respond to them through concrete actions. The implementation of the Zero Waste program in several schools in West Lampung, for example, demonstrates that the application of the 5R principles (Refuse, Reduce, Reuse, Recycle, and Rot) can support students' environmental literacy and its application in daily life (Pratama et al., 2024). Similarly, the utilization of organic waste, such as banana stems, as liquid fertilizer can encourage students to recognize waste as a resource and develop environmentally responsible practices (Miswar et al., 2022). Activities such as sorting organic and inorganic waste also provide tangible forms of responsible environmental management in school settings (Pargito & Widodo, 2023).

In this context, ecoliteracy is important because it encompasses students' knowledge, attitudes, and practical skills in responding to environmental problems. Environmental literacy develops cognitive knowledge, caring attitudes, and pro-environmental skills (Laksono & Sari, 2023), while environmental awareness can be manifested through actions toward the physical, biological, and social environments (Rahman et al., 2021). Comprehensive ecoliteracy that integrates knowledge, attitudes, and skills is therefore expected to foster environmentally responsible attitudes more consistently (Khatima et al., 2025; Taufik et al., 2024). This understanding can be strengthened through learning that directly engages students with their local environment. Approaches that encourage students to explore local environmental conditions, analyze real problems, and develop solutions can simultaneously develop ecological knowledge, attitudes, and practical skills (Putri & Rezanisa, 2024). Such an approach is particularly relevant to geography education because environmental issues are closely related to the spatial characteristics and interactions between humans and their surrounding environment. Innovative learning approaches, including microlearning, may further support environmental literacy by presenting environmental content in concise and accessible forms that encourage students to become more active and reflective toward environmental issues (Wijaya et al., 2023). In geography education, microlearning can also be developed to integrate the cognitive, emotional, behavioral, and spiritual dimensions of ecoliteracy, thereby supporting students' empathy, attitudes, and pro-environmental behavior (Wijaya et al., 2024).

Although various environmental education initiatives have been implemented in schools, previous studies have largely examined ecoliteracy within schools that have adopted formal environmental programs, particularly Adiwiyata schools. (Aprilyani, 2023), for instance, examined students' ecoliteracy at MAN 1 Liwa, an Adiwiyata school in West Lampung. This emphasis creates a research gap concerning how ecoliteracy develops in schools that have not received Adiwiyata recognition. The non-Adiwiyata context is important because the absence of formal Adiwiyata recognition does not necessarily indicate the absence of environmental education or environmental awareness. Instead, schools without such recognition may rely more on school culture, classroom learning, student activities, environmental campaigns, and everyday routines to develop students' environmental awareness. In this context, a potential knowledge action gap may also emerge, in which students understand environmental concepts cognitively but do not consistently translate this understanding into everyday environmental practices. Therefore, examining ecoliteracy in non-Adiwiyata schools can provide broader empirical insight into the development of environmental awareness beyond the context of formal environmental certification.

SMAIT Baitul Muslim in East Lampung provides a relevant context for examining this issue. Although the school is not an Adiwiyata school, it implements various activities that foster environmental stewardship. The school has collaborated with Way Kambas National Park (TNWK) in forest conservation activities, including a tree-planting program through which the school received 100 avocado seedlings. Environmental care is also integrated into regular school activities through environmental literacy sessions and programs for maintaining school cleanliness. The “Neat and Clean Classroom” program is supervised by the Student Council, while the “No Plastic Day” initiative is implemented every Wednesday and Thursday. Environmental reminder posters are also displayed throughout the school, and the 5K culture of cleanliness, tidiness, safety, discipline, and beauty is promoted to create a comfortable learning environment. The school environment is relatively green, with trees and vegetation located around classrooms, offices, and other areas. Nevertheless, environmental management still faces challenges, including the absence of systematic separation between organic and inorganic waste, which has resulted in waste being burned at a designated incineration site located away from the academic areas. These conditions demonstrate that environmental initiatives can develop in a non-Adiwiyata school while their implementation still presents challenges that require continuous attention. Therefore, this study aims to analyze the influence of ecoliteracy understanding on students’ environmental awareness at SMAIT Baitul Muslim in East Lampung. The study focuses on ecoliteracy understanding as the independent variable (X) and environmental awareness as the dependent variable (Y), providing empirical evidence regarding the role of ecoliteracy in fostering environmental awareness within the context of a non-Adiwiyata secondary school.

METHOD

This study employed a non-experimental quantitative method with a causal-associative approach. This method was used to analyze the influence of ecoliteracy understanding on students’ environmental awareness through statistical analysis of numerical data. The study was conducted at SMAIT Baitul Muslim in East Lampung on Wednesday, April 1, 2026, during the second semester of the 2025/2026 academic year. Data analysis was performed using IBM SPSS 25 software through simple linear regression tests to determine the effect of independent variables on the dependent variable. Before hypothesis testing, the data was first tested using prerequisite analysis tests, including normality, linearity, and heteroscedasticity tests, to ensure compliance with the requirements for parametric statistical analysis. The research location map is presented below.

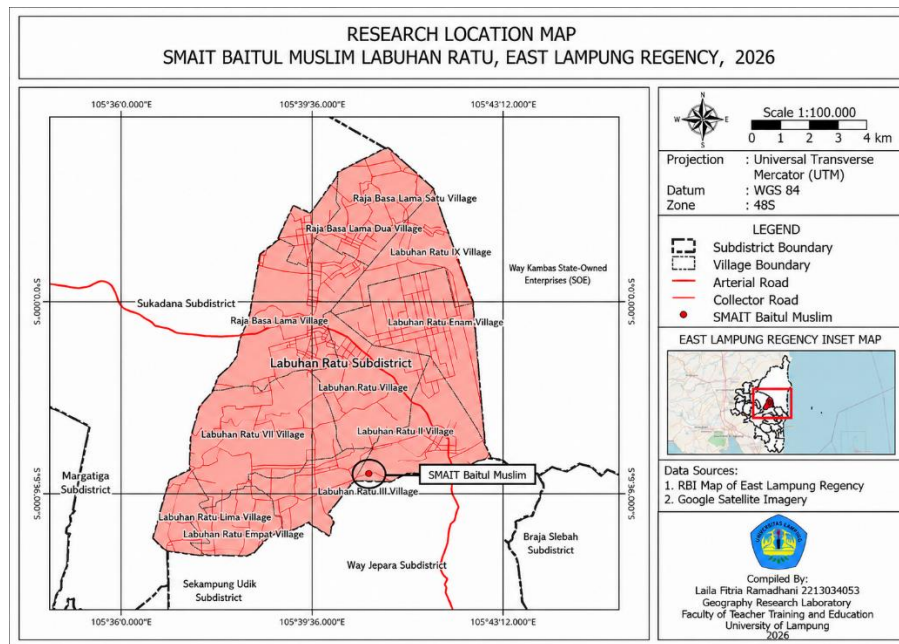


Figure 1. Research Location Map

Procedure

This study has two variables: ecoliteracy as the independent variable (X) and environmental awareness as the dependent variable (Y). Ecoliteracy understanding is measured through four indicators: head, heart, hands, and health; while environmental awareness is measured through indicators of energy conservation, use of eco-friendly products, maintaining the surrounding environment, concern for flora and fauna, water conservation, and a friendly attitude toward the social environment. The study was conducted at SMAIT Baitul Muslim in East Lampung Regency during the second semester of the 2025/2026 academic year. Data collection was carried out using a Likert-scale questionnaire with five response options that had undergone validity and reliability testing. The questionnaire was distributed online via Google Forms to the study respondents. Additionally, the research was supported by documentation in the form of a research location map and a respondent distribution map. The research stages began with the development of instruments, validity and reliability testing, sample determination, data collection, and data analysis using IBM SPSS 25. The analysis technique used was simple linear regression to determine the extent of the influence of ecoliteracy understanding on students' environmental awareness at a significance level of 0.05.

Participants

The participants in this study were students at SMAIT Baitul Muslim in East Lampung. The study population consisted of 374 students, after excluding 30 students from class XII.1 who were used for the instrument validity test. The study sample comprised 79 students from grades X, XI, and XII. The sampling technique used was probability sampling with a cluster random sampling method. This technique was chosen because the study population was divided into several homogeneous class groups. The sample size was determined by considering a 10% margin of error, so that each class received a proportional number of respondents according to the number of students in each class. Through this technique, the sample obtained was deemed capable of representing the characteristics of the population as a whole. The following graph shows the number of participants.

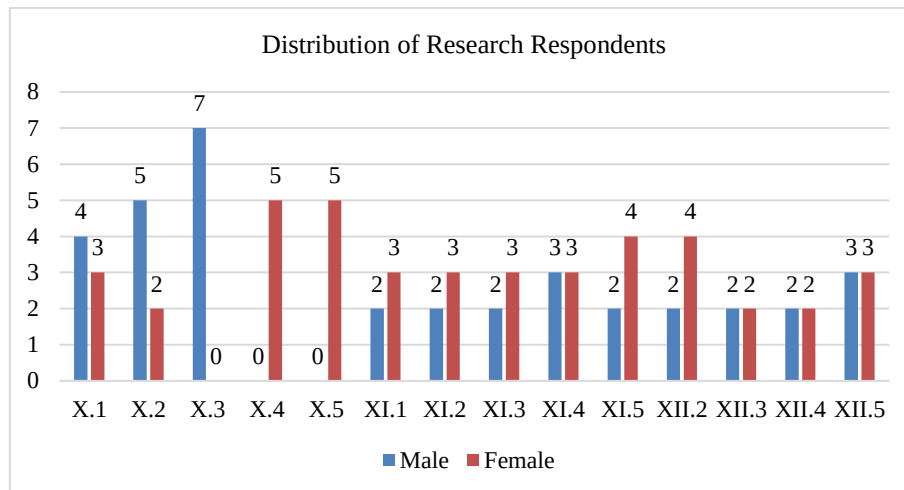


Figure 2. Distribution of Research Respondents

Based on the participant distribution chart above, the following map shows the distribution of respondents to provide a spatial overview of the residential locations of students at SMAIT Baitul Muslim in East Lampung. This map aims to illustrate the geographical distribution of respondents, thereby providing information regarding the geographic range of the students' places of origin.

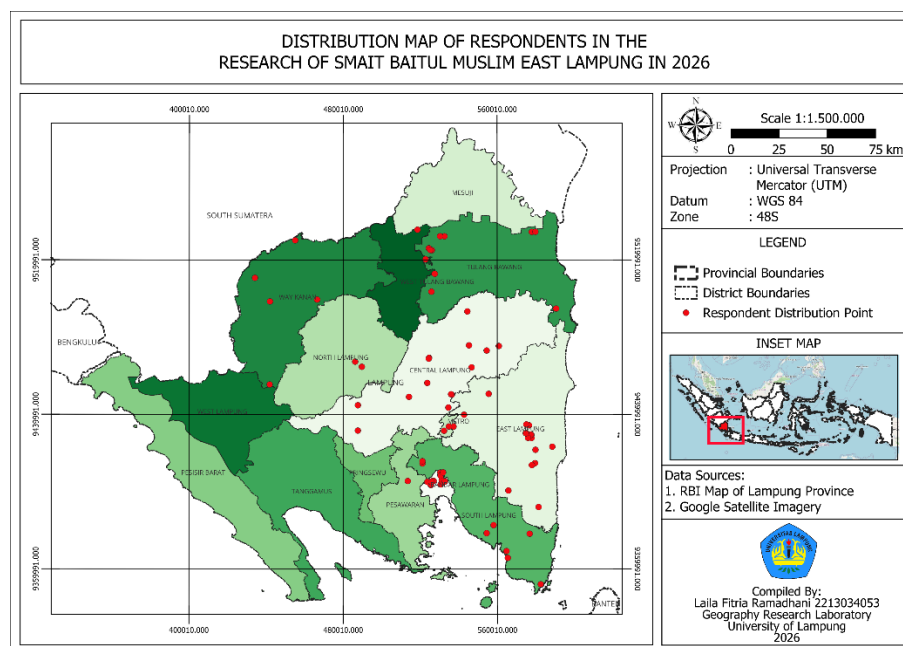


Figure 3. Map of Respondent Distribution

Based on the mapping results shown in Figure 3, the number of respondents in this study was 79 students spread across several regencies and cities in Lampung Province. This distribution indicates a fairly diverse range of respondents' regional origins, including both urban and rural areas. When ranked by the highest number, the distribution of respondents is as follows, East Lampung Regency with 20 students (25.3%), Bandar Lampung City with 16 students (20.3%), Central Lampung Regency with 12 students (15.2%), Tulang Bawang Regency with 10 students (12.7%), South Lampung Regency with 8 students (10.1%), Way Kanan Regency with 5 students (6.3%), Metro City with 3 students (3.8%), North Lampung Regency with 2 students (2.5%), West Tulang Bawang Regency with 2 students (2.5%), and Pesawaran Regency with 1 student (1.3%).

Instrumentation

The primary instrument used in this study was a questionnaire in the form of a Likert scale with five response options, strongly agree, agree, undecided, disagree, and strongly disagree. The research instrument was used to measure two variables, ecoliteracy understanding (X) and environmental awareness (Y). The ecoliteracy understanding instrument was developed based on four main indicators proposed by Fritjof Capra (1996), while the environmental awareness instrument was developed based on six indicators adapted from (Bamberg & Rees, 2015), (Bronfman et al., 2015) and (Istiqomah, 2019).

Table 1. Research Instrument Outline

Indicator for Variable X	Sub Indicator for Variable X
Head	Understanding basic ecological principles such as interdependence, natural cycles, and sustainability as the foundation of ecological knowledge underpinning actions.
Heart	Cultivating awareness, empathy, and moral responsibility towards nature as an integral part of life.
Hands	Mastering practical skills and critical thinking to take real pro-environmental actions and solve ecological problems.
Health	Internalizing and directing actions towards a balanced and sustainable coexistence between humans and nature.
Indicator for Variable Y	Sub Indicator for Variable Y
Save energy	Save energy by utilizing natural light and using energy-efficient products.
Choosing environmentally friendly products	Bring your own drinking bottle, avoid using disposable items.
Protecting the surrounding environment	Do not litter, maintain the beauty of the school park or green area.
Caring for flora and fauna for sustainability	Do not damage plants or disturb animals, participate in reforestation and conservation activities.
Save water usage	Use sufficient water when performing ablution or washing hands, report/repair leaking faucets.
Realizing a friendly attitude towards humans and the social environment	Active in mutual cooperation activities and environmental care programs, setting an example of environmentally friendly behavior to friends.

Before being used in the study, the instrument was first tested for validity and reliability among 30 students outside the study sample, namely students in class XII.1 at SMAIT Baitul Muslim in East Lampung. The validity test was conducted to determine the accuracy of the items in measuring the research variables, while the reliability test was conducted to determine the instrument's level of consistency. The test results showed that the research instrument was valid and reliable, making it suitable for use in the research data collection process.

Data Analysis

Data analysis in this study was conducted quantitatively using IBM SPSS 25 software. The data obtained from the questionnaire were first processed through tabulation and data entry before statistical analysis was performed. This analysis was used to describe students' levels of ecoliteracy based on the data obtained. The data were categorized into three classes, high, moderate, and low using the class interval formula. The initial stage of analysis to determine the relationships between variables involved conducting prerequisite tests, including normality, linearity, and heteroscedasticity tests. The normality test was used to determine whether the data were normally distributed. The linearity test was conducted to determine the presence or absence of a linear relationship between the variables of ecoliteracy understanding and environmental awareness. Meanwhile, the heteroscedasticity test was conducted to ensure there was no unequal variance of residuals in the regression model.

RESULTS

This section presents the research findings obtained from data collected using a questionnaire distributed online via Google Forms to students at SMAIT Baitul Muslim, who served as the study's respondents. Based on these results, an average percentage score was obtained for the ecoliteracy comprehension variable (Variable X). To facilitate the interpretation of the research findings, the data is presented in the form of the following graph.

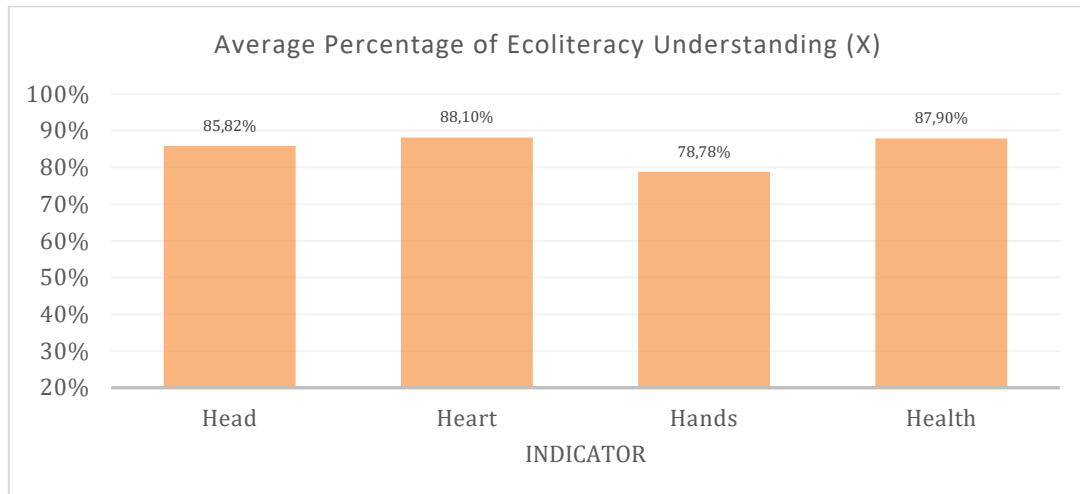


Figure 4. Average Percentage of Ecoliteracy Understanding (X)

Figure 4 shows the average percentage scores for ecoliteracy understanding among 79 respondents, based on four indicators: head, heart, hands, and health. Each indicator was measured using a five-point Likert scale. The following interpretation criteria were used to determine the percentage scores for each indicator.

Table 2. Interpretation Criteria for Understanding Ecoliteracy

Number	Range Percentage	Criteria
1	20-36%	Very Low
2	37-52%	Low
3	53-68%	Enough
4	69-84%	High
5	85-100%	Very High

Based on Figure 4, the Heart indicator obtained the highest percentage at 88.10%, followed by Health (87.90%) and Head (85.82%), all categorized as very high. Meanwhile, the Hands indicator obtained the lowest percentage at 78.78%, which was categorized as high. Thus, all four ecoliteracy indicators were classified within the high to very high categories.

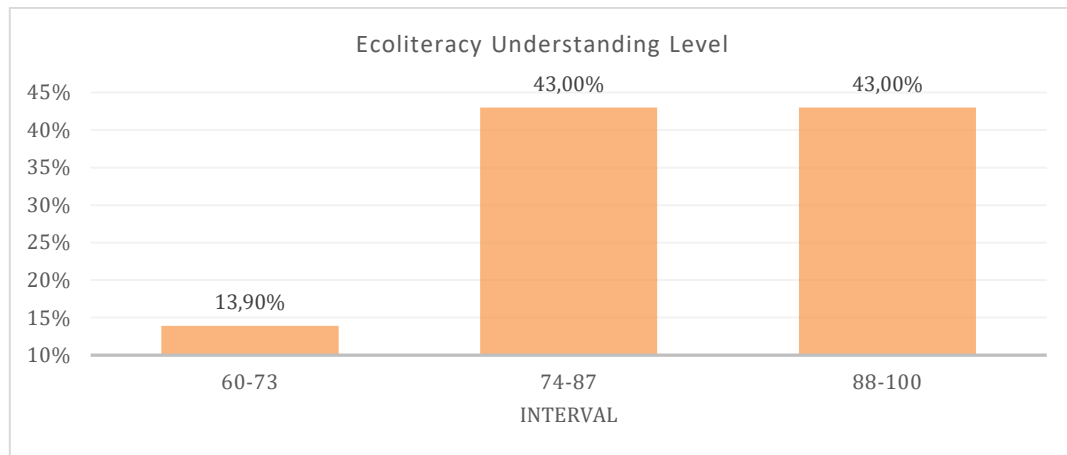


Figure 5. Frequency of Understanding Ecoliteracy Levels

Based on Figure 5, the category intervals were determined by subtracting the minimum score from the maximum score and dividing the result into three categories, namely low, moderate, and high. The maximum score was 100 and the minimum score was 60. Noted:

$$\text{Interval distance} = \frac{\text{maximum score} - \text{minimum score}}{\text{category}}$$

$$\text{Interval distance} = \frac{100 - 60}{3}$$

$$\text{Interval distance} = 13,3 = 13$$

Thus, the score ranges were classified as low (60–73), moderate (74–87), and high (88–100). Of the 79 respondents, 11 students (13.9%) were classified as low, 34 students (43.0%) as moderate, and 34 students (43.0%) as high. Therefore, the moderate and high categories had the same percentage, namely 43.0%, while the low category accounted for 13.9%. These results indicate that the overall level of students' ecoliteracy understanding was in the moderate-to-high category, as the moderate and high categories each represented the largest proportion of respondents.

Next are the results for the variable Y, which measures environmental awareness. Based on these results, the average percentage for the environmental awareness variable is shown in the following graph.

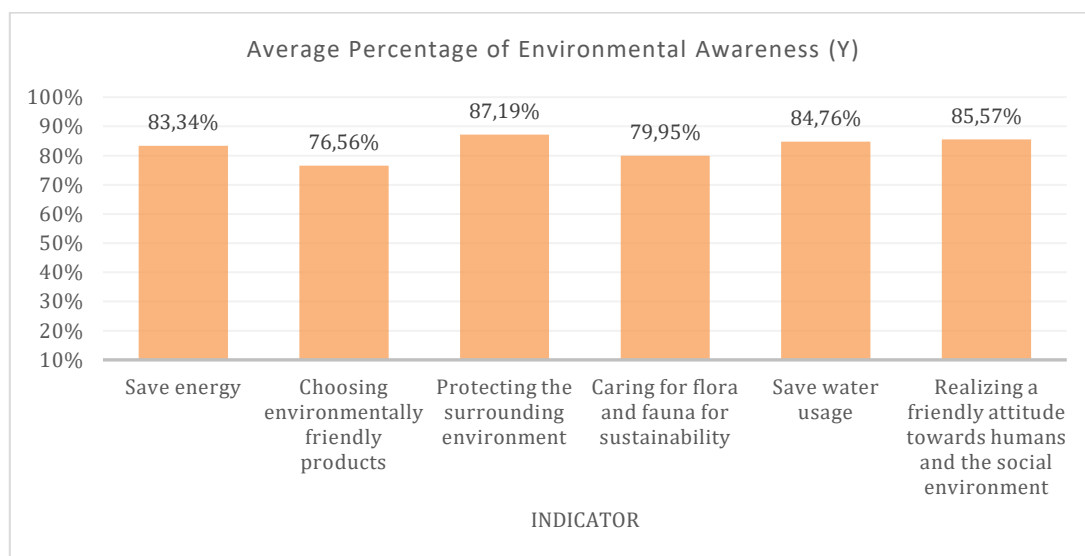


Figure 6. Average Percentage of Environmental Awareness

Figure 6 shows the average percentage of environmental awareness scores reported by 79 respondents across six indicators, as shown in the figure. Each indicator was measured using a five-point Likert scale. The following interpretation criteria were used to determine the percentage scores for each indicator.

Table 3. Interpretation Criteria for Environmental Awareness

Number	Range Percentage	Criteria
1	20-36%	Very Low
2	37-52%	Low
3	53-68%	Enough
4	69-84%	High
5	85-100%	Very High

Based on Table 3, the six environmental awareness indicators were classified into high and very high categories. The energy conservation indicator obtained 83.34%, the selection of environmentally friendly products obtained 76.56%, the maintenance of the surrounding environment obtained 87.19%, caring for flora and fauna for sustainability obtained 79.95%, water conservation obtained 84.76%, and environmentally friendly attitudes in social life obtained 85.57%. The highest percentage was recorded for the maintenance of the surrounding environment indicator at 87.19%, while the lowest was recorded for the selection of environmentally friendly products indicator at 76.56%. Based on the interpretation criteria, four indicators were categorized as high, namely energy conservation, selection of environmentally friendly products, caring for flora and fauna for sustainability, and water conservation, while two indicators, namely maintenance of the surrounding environment and environmentally friendly attitudes in social life, were categorized as very high.

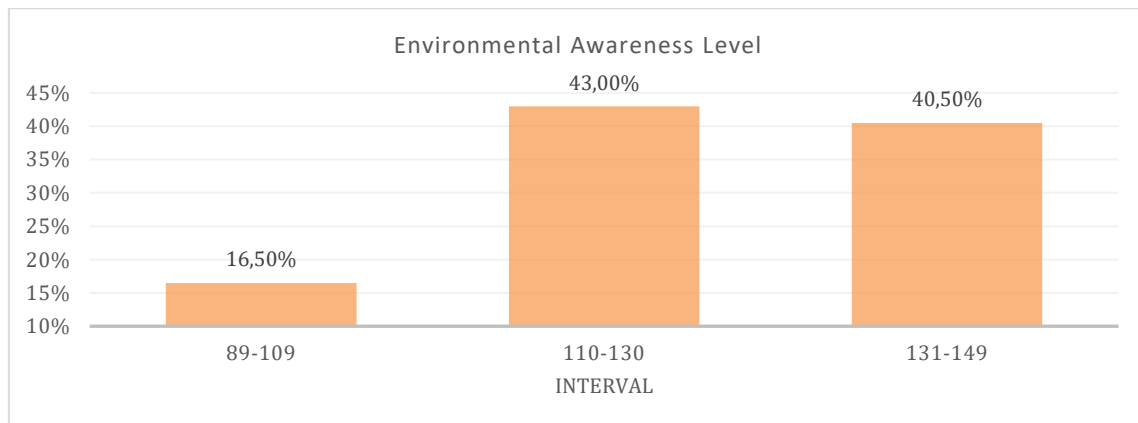


Figure 7. Frequency of Environmental Awareness Levels

Based on the distribution of students' environmental awareness scores, the category interval was determined by subtracting the minimum score from the maximum score and dividing the result into three categories: low, moderate, and high. The maximum score was 149 and the minimum score was 89. Noted:

$$\begin{aligned}
 \text{Interval distance} &= \frac{\text{maximum score} - \text{minimum score}}{\text{category}} \\
 \text{Interval distance} &= \frac{149 - 89}{3} \\
 \text{Interval distance} &= 20
 \end{aligned}$$

Thus, the score ranges were classified as low (89–109), moderate (110–130), and high (131–149). Of the 79 respondents, 13 students (16.5%) were classified as low, 34 students (43.0%) as moderate, and 32 students (40.5%) as high. Therefore, the highest proportion was found in the

moderate category (43.0%), followed by the high category (40.5%) and the low category (16.5%). These results indicate that the overall level of environmental awareness among students at SMAIT Baitul Muslim East Lampung was predominantly in the moderate category.

Before conducting further analysis in the form of simple linear regression tests to examine the relationships between variables, the research data was first assessed for suitability through preliminary analysis tests, including tests for normality, linearity, and heteroscedasticity.

Table 4. Prerequisite Test Results Analysis

Number	Test	Parameter	Significance Value	Conclusion
1	Normality Test	Asymp. Sig. (2 tailed)	0.064	Normal (>0.05)
2	Linearity Test	Deviation from Linearity	0.173	Linear (>0.05)
3	Heteroscedasticity Test	Absolute Residual	0.057	Heteroscedasticity rejected (>0.05)

Data analysis using IBM SPSS 25 yielded a correlation coefficient (R) of 0.904. This value indicates that there is a very strong relationship between Ecoliteracy Understanding and Environmental Awareness. To determine the percentage of the independent variable's influence on the dependent variable, the Coefficient of Determination (R-squared) was used. From the table, it is known that the R-Square value is 0.817 (81.7%). This means that the Ecoliteracy Understanding variable (X) has an influence or contributes 81.7% to the formation of Environmental Awareness (Y).

Table 5. Results of the Simple Linear Regression Test

Coefficients ^a					
Model	B	Std. Error	Beta	t	Sig.
(Constant)	-6.052	7.085		-.854	.396
Ecoliteracy Understanding	1.538	.083	.904	18.510	.000

a. Dependent Variable: Environmental Awareness

Based on the Coefficients Table from the results of the simple linear regression analysis above, the resulting regression equation can be expressed as $Y = -6.052 + 1.538X$. The constant value of -6.052 indicates that if the Ecological Literacy Understanding variable (X) is assumed to be zero (0), then the level of Environmental Awareness (Y) is -6.052. Meanwhile, the regression coefficient for the Ecoliteracy Understanding variable is 1.538 and is positive. This means that every one-unit increase in the Ecoliteracy Understanding score contributes to a 1.538-unit increase in the Environmental Awareness score. The table shows a calculated t-value of 18.510 with a significance level (Sig.) of 0.000. Since the significance value of 0.000 is far smaller than the significance level of 0.05 ($0.000 < 0.05$), the conclusion is that it can be statistically proven that there is a positive and highly significant influence of Ecoliteracy Understanding on the Environmental Awareness of students at SMAIT Baitul Muslim Lampung Timur.

DISCUSSION

Based on the data analysis results, it was found that the level of ecoliteracy understanding among students at SMAIT Baitul Muslim in East Lampung falls into the moderate-to-high category, with 43.0% in the moderate category and 43.0% in the high category, while only 13.9% were in the low category. These results indicate that, in general, students have a fairly good understanding of ecoliteracy, although the high category is not yet fully dominant. In the context of this study, the dominance of the moderate category indicates that most students have a basic understanding of the relationship between humans and the environment; however, their ability to think systemically and anticipate environmental impacts likely still needs improvement. The level

of ecoliteracy falling within the moderate-to-high category in this study may be influenced by the clean environment at SMAIT Baitul Muslim and habit-forming programs such as the 5K culture and No Plastic Day. This conducive environment indirectly serves as a medium for ecological learning. This aligns with research indicating that environment-based learning can enhance students' ecological awareness (Tyas et al., 2022). In a study by (Hanafi et al., 2023), It was found that students' knowledge and attitudes tended to be higher than their actual behavior in protecting the environment; students with high levels of ecological literacy tended to have more positive attitudes toward the environment and were more active in environmentally friendly behaviors. This aligns with the findings of this study: high levels of ecological literacy on the "heart" and "health" indicators have the potential to foster environmentally conscious attitudes in students' daily lives. While students demonstrate good understanding and attitudes, the implementation of such actions still needs to be strengthened.

Based on the results of a descriptive statistical analysis of the Environmental Awareness variable (Y), it was found that the majority of students at SMAIT Baitul Muslim in East Lampung fell into the moderate category, accounting for 43.0%, closely followed by the high category at 40.5%, and a small portion in the low category at 16.5%. Although the highest percentage falls in the moderate category, the very narrow margin with the high category (only a 2.5% difference) provides a positive indication that, cumulatively, 83.5% of students have demonstrated adequate to very good environmental awareness and attitudes. Based on the questionnaire results, some students still cannot break free from the use of single-use plastics and have not yet adopted reusable water bottles; this shopping habit involving single-use plastics can hold back the accumulation of scores, causing the majority to remain at the moderate level. This phenomenon of low efforts to avoid single-use plastics is relevant to the study (Bronfman et al., 2015) which states that green consumption behavior is often hindered by factors such as accessibility and the influence of the external environment. Research by (Ulumiyah & Harti, 2014) emphasizes that although students' environmental awareness is high, school cafeterias and the availability of eco-friendly facilities have a greater influence on students' product choices than their personal attitudes.

When the descriptive results regarding the level of Environmental Awareness are compared with students' level of Ecoliteracy Understanding, a difference can be observed between the two variables. Students' Ecoliteracy Understanding (X) was predominantly distributed in the moderate-to-high categories, with the moderate and high categories each accounting for 43.0%. Meanwhile, Environmental Awareness (Y) was dominated by the moderate category at 43.0%, followed by the high category at 40.5%. This finding suggests a potential knowledge-action gap, indicating that a relatively good understanding of ecological concepts does not necessarily translate directly into consistently high environmental awareness. This is consistent with the concept of ecoliteracy, which emphasizes that ecological understanding needs to be accompanied by values, skills, and concrete actions to develop environmentally responsible behavior. The potential knowledge-action gap identified in this study can be understood through environmental behavior theory. Kollmuss & Agyeman (2002) explain that pro-environmental behavior is not determined solely by environmental knowledge, but is also influenced by internal factors, habits, social influences, and external conditions. Similarly, (Bronfman et al., 2015) indicate that contextual and situational factors can influence the implementation of environmentally responsible behavior. In the context of this study, the relatively lower achievement of several behavioral aspects, particularly the selection of environmentally friendly products, may indicate that the transition from ecological understanding to consistent environmental practices still requires further support. Therefore, the difference between ecoliteracy understanding and environmental awareness should not be interpreted solely as a lack of knowledge, but rather as an indication that the application of ecological understanding into daily environmental practices may involve multiple internal and external factors.

There are several theoretical barriers that contribute to this gap. First, the factors of convenience and habit (old habits). Transforming understanding into an eco-friendly lifestyle such as bringing one's own water bottle or sorting waste precisely requires extra effort that is often overshadowed by the practicality of using single-use plastics. Second, the factors of infrastructure and situational support. High levels of understanding will not translate into consistent behavior unless supported by the continuous availability of adequate facilities in various settings, both in and out of school.

The results of the simple linear regression analysis indicate that ecoliteracy has a positive and significant effect on the environmental awareness of students at SMAIT Baitul Muslim in East Lampung. The regression equation obtained is $Y = -6.052 + 1.538X$, with a significance level of 0.000 (< 0.05) and a t-value of 18.510. This finding indicates that the higher students' understanding of ecoliteracy, the better their environmental awareness. The regression coefficient of 1.538 indicates that every increase in ecoliteracy understanding will be followed by a positive increase in environmental awareness. These results are consistent with the theory (Kollmuss & Agyeman, 2002) which states that environmental knowledge is the foundation for the development of pro-environmental behavior, and that environmental sensitivity arises through adequate knowledge-based stimuli.

The significant influence of environmental literacy on environmental awareness indicates that students not only understand environmental concepts in theory but are also beginning to develop systems thinking, as noted by (Capra, 1996) Students are able to understand the cause-and-effect relationship between human activities and environmental damage, so that environmental awareness arises not only from compliance with school rules, but also from a rationally formed ecological consciousness. This finding is supported by research (Sasea et al., 2023) which indicates that there is a significant relationship between students' environmental knowledge and their environmentally conscious attitudes, with a significance level of $0.00 < 0.05$. In addition, the school culture and hidden curriculum at SMAIT Baitul Muslim help foster environmentally conscious attitudes through habit formation, teachers' role modeling, and a school environment that supports eco-friendly behavior. This is consistent with (Stevenson, 2007) which explains that a school environment that consistently fosters a culture of environmental awareness can strengthen the transformation of knowledge into a lasting commitment.

Theoretically, the findings of this study also support the Theory of Planned Behavior from (Fishbein & Ajzen, 1975) which explains that an individual's understanding and beliefs shape their attitude toward a particular behavior. This finding is further supported by research (Suryawati et al., 2020) which states that an integrated understanding of ecoliteracy can reduce the younger generation's apathy toward environmental issues. Therefore, the strengthening of ecoliteracy education through more practical approaches such as problem-based learning, environmental projects, and an environmentally conscious school culture needs to be continuously developed so that students not only possess ecological knowledge but are also able to apply it in concrete, sustainable actions.

CONCLUSION

1. The level of ecoliteracy among students at SMAIT Baitul Muslim in East Lampung is generally in the moderate-to-high category. This indicates that students have developed a relatively good understanding of ecological concepts, particularly in recognizing the relationship between humans and the environment and the importance of environmental sustainability.
2. The level of environmental awareness among students is generally in the moderate category, although a substantial proportion of students have reached the high category. This finding indicates that students have demonstrated positive environmental awareness, but the

implementation of environmentally responsible attitudes and actions still needs to be strengthened consistently in their daily lives.

3. Ecoliteracy understanding has a positive and significant influence on students' environmental awareness. The finding demonstrates that strengthening students' ecoliteracy can contribute substantially to the development of their environmental awareness. Therefore, environmental education should not only emphasize ecological knowledge, but also provide opportunities for students to apply their understanding through practical activities, environmental projects, and problem-solving based on real environmental issues. This approach can help bridge the gap between ecological understanding and environmentally responsible action.

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