

Green School in the Perspective of Secondary School Students in Semarang, Central Java

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Abstract: *The purpose of this research is to explore the Green School in the perspective of secondary school students in the city of Semarang, Central Java, which covers understanding, its importance, and the most responsible parties for the Green School. Respondents are the third grader students of State Senior High School and State Vocational School in Semarang, Central Java. Data was collected through interview and observation. Afterward, the data was analyzed through data triangulation interactive model. The results showed that: (1) Green school in the perspective of the students is a shady school, lots of trees, the air is cool, clean and free of smoke, (2) Green school in the perspective of the students is important for them and human survival, (3) the parties that play a role in the green school in the perspective of the students is the school management (subject teachers, homeroom, and principals), students, government, parents and the community.*

Keywords: *Green School, the Student' Perspective, Survival*

I. Introduction

The threat for human survival comes from human behavior that deliberately harms the environment, either cut down any trees; reduce green environment or forest burning. As a result, landslides and also smog which harm humans and even human casualties. As happened in Riau Indonesia, smog has claimed many victims. Most community suffering from Upper Respiratory Tract Infection (Ispa) who reached 66 234 inhabitants, followed by skin infections for 4857 people, then 3,693 inhabitants got eye infections, 1,076 asthma, and 3,073 pneumonia (Sjafril, 2015).

Human behavior is sometimes due to a lack of human understanding of the importance of the environment for the survival of themselves and other human beings. Therefore, the Government of Indonesia, together with the international community had agreed on the importance of keeping the earth from pollution and damage (Ministry of Environment, 2011). Through this commitment, the Indonesian government with all the boards takes strategic steps to protect the environment in Indonesia to prevent further damage.

The strategy that has been done by the Indonesian government are by the Ministry of Environment, Ministry of National Education, Ministry of Religious Affairs and Ministry of Home Affairs agreed to create the policy as the basis for the implementation and development of environmental education in Indonesia. This policy is one of the attempts to provide knowledge and understanding of the importance of protecting and preserving the environment.

One form of this policy is to integrate environmental education into the school curriculum from primary to secondary education. Under such a policy all schools will be a green school, which will bring a positive impact for students in particular, and society in general all. Environmental policies that are directed towards Green school is intended to provide knowledge, understanding and active participation of all citizens of the school and the surrounding community to cooperate in safeguard the environment. Yet, the fact that environmental education program has been applied in school long enough this has not been a positive impact on the reduction of environmental damage.

Human behavior that is damaging to the environment is caused by their lack of understanding of the environment. Their lack of understanding is due to the lack of information and lack of environmental education on themselves, the possibility is the lack of environmental knowledge they gained during the school first. Therefore, exploring perspective on green school students become the first step to evaluate the level of understanding of the community, especially students about environmental education that has been applied, to go green school. By exploring perspectives on green school students which can be taken a step preventive measures and other steps that the student perspective on green school into compliance with national goals.

The purpose of a preliminary study is part of this dissertation research is the exploration of Green School in the perspective of high school students in the city of Semarang, Central Java, which includes understanding, its importance, and the parties most responsible for the Green School.

II. Methods

This study falls under the category of a qualitative research, to explore the perspective of secondary school students in the city of Semarang, Central Java on green school. Therefore, the focus of research focused

on the perspective of secondary school students on green school in the city of Semarang, Central Java. The location of research is two secondary schools, namely State Senior High School and State Vocational School in the city of Semarang, Central Java. The primary data source is the third students' grade at the sites. Data was analyzed through data triangulation interactive model.

III. Findings

The results of this preliminary study resulted in the following findings: (1) Green school in the perspective of the students is a shady school, lots of trees, the air is cool, clean and free of smoke, (2) Green school in the perspective of the students is important for them and human survival, (3) the parties involved in green school in the perspective of the students is the school management (subject teachers, homeroom, principals), students, government, parents and the community.

1. Green School in Perspective of Secondary School Students

Green school in the perspective of secondary school students in the city of Semarang, Central Java is mostly expressed as a shady school, lots of trees; the air is cool, clean and free of smoke. It is indeed based on their background that they are already getting environmental education early, at about 90% have obtained environmental education since elementary school, and only 10% who receive environmental education started junior high. By this means they have got knowledge even been practiced since when they get environmental education first such as before high school.

In this perspective green school, shady is said to be filled with many plants had been planted since the beginning and lower at the time in high school. This is probably because at the time they are in elementary school or junior high school in the presence of environmental education makes their school turn to be shady, the air is cool and clean. In addition, the majority of respondents expressed not only dealing with shady, lots of trees and clean, the school is said to be a green school, but the school said to be green school if it is also free of smoke and the smoke of burning garbage, there is a culture of water-saving, and the refineries rubbish in the school environment. In this perspective, it can be said respondents have more knowledge than other respondents and certainly consider the schools as a shady place, lots of trees and clean, it can not be a green school if there is still smoke in the school environment either smoke or fumes burning garbage, water use is still wasteful and refineries garbage does not exist.

According to them, since the beginning of environmental education obtained, they were guided to participate in the implementation of green school, such as planting flowers, Medicinal Plants for Family (TOGA) around the classroom, to the school to provide a location for planting trees both fruits and vegetables for each class. Moreover, since early they were taught to keep clean by removing waste in place even had to throw up in a suitable place that is for organic and non-organic waste in different places.

2. Green School in the Student's Perspective is Important for Them and the Human Survival

Respondents in this research have been getting environmental education before entering secondary school. By this means, they already know and feel the importance of green school. All respondents indicated that green school is very important for them and also human survival. The importance of green school for them because it has been taught and motivated to get to know and love nature, so it creates a sense of awareness to preserve and conserve nature.

Getting to know the nature which can be obtained through the green is through learning school subjects and also through direct practice in school activities everyday and routine activities performed Friday school. Through studying the subject with a local wisdom, they are given information about the benefits of green school and activities in green school activities, so that they have the knowledge to carry out the green school, as it is very beneficial to plant trees and maintain environmental hygiene. All respondents stated by planting trees will benefit directly and indirectly to them. The immediate benefits are according to them they immediately feel the air around the school into a cool, comfortable, and have a beautiful aesthetic value. While the indirect benefit, they may get results from the annual trees like rambutan and mango trees, then they will get free fruit. Furthermore, this plant indirectly will keep the soil from erosion and landslides scour and provide water. This benefit does not directly be obtained but have significance for the survival of humans or the surrounding nature.

While respondents from vocational school added that green school is important because of the great benefits to human life that is the natural continuity. The amount of benefit to human life is due to the fact that human life cannot be separated from nature, both living resources and non-biological nature provided. For example, humans are certainly living in nature, especially on the land, if the land is not safe that avalanche then human life will be disrupted. While landslides caused by the absence of water retaining soil from erosion or bare soil. Therefore, with a green school, at least provide the knowledge and even direct practice for students to understand the magnitude of the benefits of nature for human survival.

In addition, biological resource, the results turned out to be a very natural and become an absolute

necessity which is always consumed by humans. With the green school at least teach students how to grow better crops to be consumed daily such as vegetables, or plants for long-term consumption. Examples of green school practices carried out in our school is around the class required to be planted medicinal plant for families (TOGA) or vegetables that can later be cooked and eaten together at the end of the semester and even the beauty of the surrounding class and contested. This is certainly educate and cultivate students to create on the practice green school, both within the class and within the school and home, when home from school.

3. All parties play a role in the green school

According to the student's perspective, all parties play a role in the green school. The party is the school management, students, government, parents and the community.

a. School Management (principal, subject teachers, homeroom)

The school management is the most instrumental to the success of a green school. School management has the greatest role in green school here is according to them are teachers teaching and homeroom teacher, not the principal. This is because the teachers are the people closest to the school students; most meet and communicate with students, especially in learning. The students are informed of the teachers, especially the homeroom than the principal or other school community.

First is the subject teacher. Respondents stated that subject teachers also have a major role in the success of a green school. Subject teachers usually associate with green school subject matter, such as with many plants, the air will cool and comfortable, with such conditions it will nourish them. Moreover, it will reduce the consumption of electricity for fans or air conditioning, which led to less expenditure for electricity consumption, so that less money is spent.

Particular subject teachers also teach the benefit other economies, for example by planting fruit trees as one part green school, then, in the future will get the fruit which can be consumed and healthy, so that the expense for the purchase of fruits can be reduced, and can even be sold to generate revenue. Given the importance of green school and teachers as being the closest to the learners in the implementation of green school, the teacher must be able to motivate, provide knowledge and empower learners to be able to cultivate green school both at school and in the community through a variety of ways.

The second is the homeroom teacher. Homeroom teacher have more chance to meet and lots of time to manage the classes, so students will be more aware and more willing to participate in the implementation of green school. Such as the class teacher invites students' proxies to clean the classroom, keeping always clean and comfortable, cleaning the classroom environment, even along the same plant family medicinal plants, vegetables and flowers around her class. Thus, the condition of the class will be cooler, fresh air and provide comfort in the learning process in the classroom.

In addition, the homeroom teacher always reminded hygiene and environmental classes. At this time, the school has been provided bins which are two types of organic and non-organic waste. Students always reminded to dispose of waste by type of waste, place provided, and give warning to students who litter. Therefore, it is also true that students who litter will be reminded. Thus, the self-learners embedded in the culture of green school.

Students also expressed the homeroom teacher the greatest role in the success of green school than the school principal or other school communities, since they are rarely met and reluctant to communicate with the principal. However, they also say that the principal also has no small role in the success of the green school. Principals play a role here for policymaking and occasionally directly communicate with students in a ceremony Monday. Because of its intensity a little to meet and communicate with learners it is the respondents said the role of principals under the role of homeroom teachers and subject teachers.

The third is the principal. In their perspective, through the principal of the school management is the most responsible for the implementation of green school should take several steps, among others, make the rules and planning green school, providing funds and provide adequate land. Better rules and planning for green school principals, teachers, students and citizens of other schools, as well as sanctions for those who do not heed these rules. This rule should be disseminated to all citizens of the school so that all understand and carry out as much as you. This rule should also be publicized, and set forth in the vision and mission of the school.

Moreover, they should also allocate funds for the school green school activities, although not necessarily one hundred percent of the school. These funds are mainly for the provision of infrastructure in the context of green school. These funds can come from his own school allocation or help from surrounding communities or even from businesses and industries through its corporate social responsibility (CSR).

Respondents also expressed concern about the lack of land for the application of green school. It is mainly for urban schools. Therefore, the school community needs to discuss and find a way out, with limited land owned, but still carried a reliable green school. At school, study site which is located in Semarang heat valve and during the rainy season the roads around the school is under water. This heat can be resolved if the

school has implemented green school well, especially leafy plant that multiply, dispose of waste in place so that the rainy season is not flooding and at least reduce flooding.

In the implementation of this green school, school should also undertake steps such as other schools, namely Friday cleaner, race hygiene classes and no reward. This is already done at the school research sites, and a reward is given also provide encouragement for students to always apply green school in daily activities at school. However, some respondents, especially from the vocational school, also had the idea that the reward of a school is not solely on the results of the assessment of cleanliness and beauty of the classroom but also added the results of green school in each class, for example, show off their crops, processing of their crops and so forth, which can be done at each end of the semester.

Respondents also expressed the need for the cooperation of all citizens of the school, the local community and relevant government. Solid cooperation should be implemented all of the school community, especially in maintaining the cleanliness and beauty schools. The results of this partnership will be shared with both the school community and surrounding communities. For example together cleaning the environment around the school then when the rainy season allows the school and surrounding areas free from flooding, so the school community and the surrounding communities will get the benefit.

b. Student

Students also have a great role in the green school. This is because one of the goals of the green school is transmitting the spirit of keeping nature to the younger generation, through learning and application at school, which is expected to be taken to the family and the community around student residence.

Data obtained from students that students should and must participate in the implementation of green school. Participate in question they are following all the rules, participate in the implementation of green school made by the school management such as taking out the trash according to its kind that is organic or inorganic in place, following the activities of the activities carried out which is an activity of green school like Fridays clean is done every week, Friday cleaner is the day when the students need to clean the classroom environment up. These activities are coordinated by the homeroom teacher to encourage students who become surrogate in class cleaning and environmental activities. Activities which are done are mopping the classroom, organize classrooms to be more neat and comfortable with various ornaments and also cleans the classroom environment such as planting and caring for flower crops of flower or planting herbs around the classroom or other crops which are planted by each class.

In addition to these activities, students also have really important role in the implementation of green school in the school. This activity is primarily to conserve the use of water, which is done by using water as optimal as possible and flowing and immediately stop tap water. More students are also not allowed to smoke in the classroom and school environment. Although there has been the suggestion that non-smoking schools but in some schools in particular is not favorite often encountered students who smoked in the school environment.

Green school activities, according to respondents also bring a positive impact to the environment under the students' families. Some students planted vegetables consumed within the home for the purpose of the family and also to add to the aesthetics of flower in her home. Some others also to plant fruits and plant annual timber for various purposes, such as in order to later obtain fruits of their crops. While the annual timber trees can be useful to be sold at the time was great and at the same time as supplier of the oxygen that makes the cool air and prevent erosion and landslides around.

c. Government

According to the respondents of this research, green school is one of the government's efforts to cultivate environment caring activity, due to environmental damage occurring in many areas in Indonesia. Therefore, the government must do some things in relation to green school policy such as making regulations or policies related to green school policy, giving examples as well as examples of environmental officials in all ministries that exist, as well as provide funding and rewards for green school activities.

In the perspective of the respondents, the government has not wholeheartedly implemented a green school. It is obvious the lack of regulations that are directly aimed at the implementation of green school in the school. During this time the known high school students trying to implement green school for competition purposes Adiwiyata and indeed schools have started to implement green school that refers to the criteria set forth in Adiwiyata program. While this Adiwiyata program is not mandatory, meaning that schools can register for the contest Adiwiyata when they are ready and not ready may not participate.

In addition to the policy on green school, according to students, the government should also provide an example in his entire ministry to implement green office, so that more clean, beautiful and comfortable in work. Yet, the fact is sometimes found too wasteful government offices in the utilization of water resources and electricity and less shady environments. Other policies that exist in the student's perspective is that the government should allocate funds in green school program and provide rewards they deserve for green school

activities both in number of recipients of the reward and the amount of funds provided.

d. Parents

Parents also have a role in the implementation of green school. The role of parents in green school activities by students is providing moral support for their kids to always behaved clean, saving water and saving electricity, and even support their children by providing plant seeds to be planted in the school.

In addition to some students, they also get support from her parents, especially in their home to allow and provide land for the practice green school within the family, as there is land to grow flowers, vegetables, fruits, and there is trash. Some students also practice grows vegetables at home for the purpose of own consumption. Culture is what really the ultimate goal of implementing green school is, namely that citizens be cultured environment school and took him to the family environment and the surrounding community. With the support of the parents, the students are more motivated to pass on to the people around and family members the importance of protecting and preserving the environment for human life.

e. Society

In the implementation of green school, according to the respondents turned out to be the role of the public is also not small. The role of the community in question respondents include two things, namely as a partner in managing, maintaining and preserving the environment and the latter as a donor. Green school activity is not solely done in schools but also includes activities to manage, maintain and preserve the environment around the school. Some respondents have even suggested that schools make what is already a champion green school but barren and dirty surroundings. In fact, there are state that do what green school is nice but the land around the school landslides.

With these results, it is meant that green school includes managing, maintaining and preserving the environment around the school. This activity will not run properly if nothing moved at the involvement of the community around the school. The involvement of the community around the school can also be said to be the same as the school community, that participate in managing, maintaining and preserving the environment is done in a way to jointly clean up the garbage and process it correctly that is not burned, clean waterways, along the same plant and care for greening.

Moreover, in the opinion of some students that are actually involves larger public role in protecting and preserving the environment around the school, given the 24-hour society that live around the school and immediately felt the impact. Therefore, the implementation of green school requires the public to green school activities to maintain and preserve the natural and beneficial to human life.

In addition, the community which is especially the business and industrial world also have major stakes in green school activities, especially in the provision of funds for green school activities in CSR funds. These funds can be given in cash or in the form of infrastructure such as trash in the two types of organic and inorganic, provide seedlings for reforestation, provide clean water and also help other assistance to sensitize the school community and community members the importance of maintaining and preserve the environment respectively.

IV. Discussion

1. Students' Perspective about Green School

Green schools according to students perspective as shade place, lots of trees, cool air, clean and free of smoke. This perspective may have been true in view of the logic that many trees will bring cool weather, plus being clean means no garbage in the school environment. Smoke-free, it means that the management of waste or garbage is not to be burned, and also may mean no school residents who smoke in the school environment. However, here the need for familiarization green school in all aspects of life of all citizens of the school.

The student perspective does not come naturally but derived from the knowledge provided by the subject teachers, homeroom teacher, the principal and all the parties. Erdogen findings (2015) stated that the knowledge, attitudes, responsible environmental behavior of students was significantly increased after getting environmental education. Therefore, the existence of environmental education with the practice followed directly in the field it will form a green school culture, which is characterized by a positive perspective will be followed by a green school and participate in activities and developed into a green pioneer school in the community.

2. Students' Perspective on the Importance of Green School

Green school in the perspective of secondary school students is important, both for themselves and for human survival. For themselves, green school will make the students become a person who clean both personal and environmental. Private and clean environment will make the lives of the students to be healthy, which is obtained by means of healthy natural and inexpensive. For example, green school will cultivate students to live a

clean and like to grow. One of the cultivated activities is growing vegetables, medicinal plants and fruit plants. With lots of fruit trees planted, the future students will get fresh fruits, healthy and free. Another effect that arises is the air around becomes cooler and will reduce the risk for landslides. Therefore, the high school students have the perspective that green school is important, which is important for themselves and for other people's lives.

Students' perspective who considers this important green school will reduce the problem of environmental problems that occur in Indonesia, especially the student residence. Environmental problems occurring among other environmental problems, such as landslides, floods, forest fires cause losses both material and human casualties (Ministry of Environment, 2011). Cultivating green school within students, the environmental problems in Indonesia will be reduced and allow resolved.

3. Parties that Play a Role for the Green School According to the Student's Perspective

The results showed that all parties play a role in the green school. Parties who participate in the perspective of the students that the school management (subject teachers, homeroom teacher, principal), students, government, parents and the community.

School management which includes the principal, subject teacher and homeroom teacher, but in the perspective of the students that were most responsible are the subject teachers attended homeroom teachers and principals. This is because the subject teachers are the first to provide knowledge and close to the students, especially as they often face to face learning. Therefore the role of the teacher in the school is very important to cultivate green, so that students have knowledge about the green school, that foster interest and motivation as well as participate in a green school. Kimaryo (2011) revealed that the teacher's role in the implementation of environmental education in the character development of environmental literacy is very important.

Seeing the importance of the role of subject teachers in the implementation of this green school, especially in the provision of knowledge and motivate students through learning the teacher should always give knowledge about the green school by integrating green school in order to influence the behavior of students for pro-environment. Budvytyte (2011) revealed that environmental education is integrated into the curriculum in secondary schools have the potential to affect the students the students to behave pro-environment. With the integration of environmental education into the curriculum undertaken by all teachers of subjects, it can be ascertained at any time students are reminded of the importance of green school for themselves and for human survival.

In addition to the integration of green school in all subjects, so that green school entrenched then all teachers should motivate and create interest in green school so that the students' interest towards green school appeared and height, which can be done by making the learning associated with green school into a learning touch and active, This in turn will impact on students' active participation in implementing green school. Method of methods can be used, among others, the method of participation, observation, discussion groups. Kimaryo(2011) findings that in teaching environmental education can use participatory method, observation and discussion groups.

Another possible way is to directly involve student to be directly involve in nature and in environmental change (Blue Flag 2011). While the findings of Nicholas (2015) that environmental education is taught using a model of identity-based environmental education. Another method that can be used in teaching environmental education carried out by the local potential based learning (Setyawan, 2013). While Erdogan, Usak and Baha (2013) using field trips and ecology-based educational programs to develop learners to have the knowledge and the environment behaves.

Learning environmental education is taught to students either by integrating into the curriculum as well as separately with and be subject itself, as well as taught by various methods such as the findings of researchers at the top, will provide knowledge, motivating students, form a responsible environmental behavior of students and is expected to be cultivate green school. Toili findings (2007) that the quality of the spirit of the student and the student environmental action facilitates active expose on environmental education.

The role of subjects teachers in the application of green school according to respondents is very high, but unfortunately many teachers who do not have the knowledge and ability to integrate subjects with methods and materials green school. Kimaryo (2011) stated that teachers have varying perceptions about environmental education, the approach used to integrate environmental education into the curriculum does not like the teacher, and teachers feel less resources, time and high class sizes. Seeing the difficulties experienced teachers of the then party stakeholders such as school principals, ministries of environment and other woods need to provide training and knowledge about the application of green school for teachers of teachers.

The role of subject teachers like the above mentioned need to be supported by the role of homeroom teacher that every student is currently embedded culture of green school. Therefore the role of homeroom teacher is also motivate students, to approach and actively participated in activities with their students. This motivates effort should always be made in view of the students still unstable in behavior. Findings Hafidhoh and

Sholeh (2015) found that students are still being inconsistent in preserving the environment. Therefore, by motivating, providing knowledge to students, the attitudes and the assurance students to behave in the environment will be maintained. The findings of Shamuganathan and Mageswary (2015) that the responsible environmental behavior is influenced by the attitude of students and the assurance of students. The attitude and the assurance of this, more students will be behave the environment. By instilling attitudes, and interests and always motivate students who do homeroom teacher, homeroom teacher followed togetherness in green school activities the students will be entrenched within the soul of green school. Rahmah (2014) stated that students' interest towards the application of green school is high.

In order for the student to develop an interest, attitude and motivation as well as actively participate in the activities of green school, teachers have to do with the humanist approach not approach power. Humanist approach in environmental education will form the moral learners to participate in Green School. Khuziakhmetov, Gulnaz and Vera (2015) in their research concluded that the moral formation of students in environmental education conducted by humanistic relationship. Meanwhile, green school activities can be embedded in every learner and enduring within each learner then carried out with the direct participation activities, such as planting crops. Sriyati and Topik (2015) found that environmental education can be implemented by planting crops.

The role of the principal in green school is also important to the role of subject teachers and homeroom teacher, although respondents sort under the role of homeroom teacher. According to Chan (2013) school leaders have a great responsibility in transforming schools into green. Yet, the role of leadership and the implementation of green schools is disappointing. With this result, the relevant agencies are expected to provide guidance and training for the application of green school for principals.

Some important role for principals can be in terms of policy initiators and green school policy dissemination. The important role that green school can be entrenched in his school and provide a positive impact for all citizens of the school. Therefore, school leaders must be committed to establish development policies, begin practice green schools and promoting the concept of green schools to all citizens of the school (Chan, 2013).

Another role of the principal is to apply the environmental issues into the curriculum subjects is assisted by the subject teachers because it will be able to improve the understanding of teachers and students about the environment. Dalelo findings (2012) that the curriculum has been revised to integrate environmental issues can enhance students' understanding of the environment. The same thing was found by Setyawan (2013) that environmental education integrated into all subjects infused with issues of local and global issues and also served as a local content subjects. Afandi (2013) also found the same thing that environment education can be integrated into the learning by using the school environment as a learning resource.

By integrating environmental issues in all subjects or subjects presented in this local content, the principal has the role of promoting further regulation on environmental protection at all school members (Hafidhoh and Sholeh, 2015). Jerath (2003) also found that in order to understand environmental issues should be promoted through curriculum modification. Given the role of the principal is the application of green school can be done well as finding by Tarmiji (2014) that the general application of green school circuitry has been implemented well.

Another role is no less important than the principal is training or hold a workshop, so knowledge about the green school teachers of the same and be consistent in the implementation of green school. It is appropriate findings Tiwana and Jerath (2003) that there are shortcomings in the environment in vocational education in terms of the integration approach, well trained staff and training policies, as well as finesse in curriculum development in environmental education. This training is necessary to remember that not all teachers update knowledge and the spirit of love of the environment. So the principal's role in this is also very important as a driving force implementation of green school.

In addition, the school principal should also cooperating with business and industry and other agencies for the implementation of green school can work well, such as finding a CSR fund from companies, and community involvement in environmental activities at the same time protecting the environment. Findings Setyawan (2013); Hafidhoh and Sholeh (2015) that the principal active role in following and held a variety of environmental activities that involve the community and working with environmental agencies.

Green school activities can work well if the available facilities and infrastructures that support. It is also the duty of the principal to provide the facilities and supporting infrastructure such as growing media and soil. Findings Hafidhoh and Sholeh (2015) that the research sites still lack the planting medium. Without the media or the areas under cultivation, it can be said green school in the school just a slogan. Principal is the party that has the power to make the planning and implementation as well as facilities, infrastructure and financing.

The results showed that those who play a role in the green school other than the school management is the students themselves. The success of a green school can basically be assessed from behavior of green school in each student. Therefore it needs the involvement of all parties so that it can be embedded culture of green

school in each student, especially from subject teachers, homeroom teachers and principals as well as the community and parents, in order to always instill attitudes, motivation and the spirit of green school in the self of each student. This is because the quality of the spirit of the students will have an effect on the students' participation in environmental activities (Toili, 2007). Participation of students in green school activities include producing environmentally friendly products such as recycled paper, compost, plastic straps, bags from cement paper and living drugstore (Tarmiji, 2014).

Thus, the learners can carry out green school is the support and information from all sides of the green school is very necessary, but as is well known that there are many teachers who do not understand how to integrate green school in learning and exacerbated the principal's leadership was disappointing in the implementation of green school. Therefore, the duty of the government is making policy and providing training on green school teachers and principals. This is because environmental education as a key to improving knowledge and empowerment of students in sustainable development (Ogueri, 2004).

Government policies that can be done in relation with education is to develop a curriculum that integrates environmental education in teaching. Findings by Tiwana and Jerath (2003) stated that in Indonesia, environmental education at secondary level becomes a component of existing subjects and promoted through co-curricular activities and extracurricular. But in fact there are many teachers who do not understand the integration of environmental education in the subjects. Therefore, the government's task is to organize training on the training green school curriculum.

Green school success is also influenced by the role of the community and parents. Parents should provide motivation and a practice green home school environment and support activities to cultivate green school students in the family environment, as it does not burn trash and saving water and electricity. In addition to the elderly community's role in green school is also important. Society must be willing and participate together in activities to maintain and preserve the environment. Yet, without community participation in school activities of green school means nothing. For example, students plant trees for reforestation and reducing erosion, but the indiscriminate cutting down of society and so on.

Moreover, the public especially the company should spend its CSR funds to be allocated in green school activities. CSR can be used as a way to gain the sympathy of society for environmental activities (Yolanda,). CSR in the form of green school activities can be such as donation for seed, trash, garbage refineries tool, and also the promotion for the environment, including how to plant the right tree, how to care for and more. As a result, the role of the various parties will materialize green school culture both on students, teachers, principals, parents and community. The final results are expected to form a clean environment and the survival of the human environment and maintained.

V. Conclusion

Student's perspectives on green school will have an impact on the quality of the participation of learners in implementing green school. Green school is meant to be a shady school, lots of trees, cool air, clean and free of smoke. Green school is meant to be important for the students themselves and human survival. Parties who participate in green school in the perspective of the students that the school management (subject teachers, homeroom, principals), students, government, parents and the community. In order of most school management role in green school is subject teachers, homeroom teachers and principals. This is because students consider the subject teachers are the closest and the persons who mostly providing information on their green school.

As a preliminary study or a dissertation, the findings regarding the perspective of secondary school students in the city of Semarang, Central Java on green school is very important for the process of further research especially on the implementation of green school, which is still only really few to be conducted as a study. Future studies which are considered to be important points is the green school management and the amount of economic value in implementing green school. Therefore, the findings of this study could be the basis for further research.

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