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RESEARCH ARTICLE

RELATIONSHIP BETWEEN STUDENTS KNOWLEDGE ABOUT ECO-LABELLINGAND PERSONALITY WITH STUDENTS' COUNTERPRODUCTIVE BEHAVIOR IN CONSUMING NON-ECO-FRIENDLY PRODUCTS

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ABSTRACT

The objectives of this study is to find the information whether there is relationship between students' knowledge about eco-labelling and personality with students' counterproductive behavior in consuming non-eco-friendly products. Research method used was survey by involving 87senior high school students in Jakarta. There were three instruments have been developed in measuring students' knowledge, personality and students' counterproductive behavior. Data have been analyzed by applying regression and correlation which then be verified by t-test and F-test. Research results revealed that: there is a positive and significant correlation found between students' knowledge and personality with students counterproductive behavior, even it has been analyzed by using first-order correlation, the results are still significant. Therefore, it could be concluded that students counterproductive behavior positively be predicted by students' knowledge about eco-labelling and their personality, that is why it could not be neglected when students counterproductive behavior in consuming non-eco-friendly products need to be improved.

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INTRODUCTION

Global issues about the environment keep influencing various development and movement sectors. The issue finally made a milestone at a Stockholm Conference in 1972. For developed countries in Europe and the United States of America, environmental concern has increased significantly towards many other parts of the world. Exploitation and economic activity that do not promote the environment have been degrading the environment for decades. Developing countries have also realized that economic exploration in their environment have not promoted and sustained environment quality. The Stockholm Conference in 1972 made a movement to start producing environmentally-friendly products, as many obnoxious cases have occurred and alerted corporates and societies. Within general views, the biggest responsibility for environment-friendly products are on the companies making the products and also on generating industrial waste that, if not well-managed, can affect the environment and become an environmental problem. Developing and implementing environmental laws, especially environment-friendly labels on every product, are mandatory in every country in the world.

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If the knowledge of eco-labelling in students is weak or low, their behavior towards non-environmental problems would also be weak, and non-eco-friendly products would be consumed excessively, and diverge from the vision of sustainable development. For the appeal of this research, observations of the relationship between eco-labelling knowledge and personality towards counterproductive attitudes on non-eco-friendly products were conducted in SMAN 7 Jakarta Students. This is thereaserch problem: (1) Is there a correlation between students 'knowledge about ekolabelling and counterproductive students' behavior towards high school non-eco-friendly products in Central Jakarta?; (2) Is there a correlation between students 'knowledge about ekolabelling and counterproductive students' behavior towards high school non-eco-friendly products in Central Jakarta?; (3) Is there a correlation between students 'knowledge of ekolabelling and personality with counterproductive students' behavior toward products that are non-eco-friendly products at SMA in Central Jakarta? Regarding with environmental behavior, Individual behavior are often seen in society life as an interaction process inside, whether the interactions are between individuals as a society member or interactions between individuals and the environment. Behavior is defined as an action done by humans. A person's behavior can determine whether they succeed or not. Eventually, behavior is how a person acts towards others and his/her environment. (Anderson *et al*., 2005) Theoretically,

counterproductive behavior can be seen from the way someone adapts with his/her environment similarly to how a person controls their emotions, frustrations, and dissatisfaction in their work. In this case, an individual means a student in responding to non-eco-friendly product issues. Sacket and De Vore (in Anderson) defined that counterproductive behavior covers all behaviors from what is willingly done by an organization member and is opposite to the goal of an organization. (Anderson *et al*., 2001) Therefore, behavior in this paper means behavior which is willingly performed by students in consuming non-eco-friendly products, contradictory with the reason of consuming the eco-friendly product. According to Rotundo (in Locke), defined counterproductive behavior is an action which is performed willingly to inflict a financial loss of an organization/company or aspect of an organization/company (Bloom and Benjamin, 1981). Locked said that this counterproductive behavior can also be called divergence. Behavior that is included in this type are absent, deviance, environment aggression, theft, sabotage, and cheating. Therefore, student counterproductive behavior, as an action, is performed willingly to inflict non-eco-friendly products or non-eco-friendly product aspects, consisted by refuting a non-eco-friendly-product, the deviance on a non-eco-friendly product, aggression on a non-eco-friendly product, theft, sabotage, and cheating from a non-eco-friendly product. Sacket and De Vore (in Anderson) stated that scope of counterproductive behavior means the whole risky work behavior which inflicts an organization/company as viewed within the sight of organization/company. (Colquit *et al*., 2011) Sacked and De Vore explained that proposed or not proposed by employees is the result from the individuals with less work or motivation. Individual behavior, for example, can going to work late, violence at the workplace, sabotage, theft, using organization/company facilities wrongly, pretending to be sick, and absenteeism. (Dillon and Ann, 2003) Therefore, counterproductive behavior of students which has happened willingly or unwillingly by them is as result from the individual having low learning motivation such as being slow in searching for information about eco-friendly products, non-eco-friendly product usage, pretending to use eco-friendly products, and never using eco-friendly products.

Colquit *et al*. considered counterproductive behavior as being employee behavior which consciously brands the organization goal. The word "consciously" is a key aspect from this definition, as an employee is thinking about to attempt to do, as opposed to them accidently doing something. (Gilmore *et al*.,) As well as behavior of counterproductive students, their behavior may also be to consciously band the eco-friendly product consumption goal. Robbins and Judge defined counterproductive behavior as one which is actively disturbing or destroying organization security. Things included in counterproductive behavior acts are theft, organization/ company property vandalism, acting aggressively towards a co-worker or taking a day's leave. (Grant, Lyle, 1994) Based on some of definitions above, a conclusion of counterproductive behavior is the whole form of individual behavior whether consciously or unconsciously opposing or banding the organization environment to reach its goals, as indicated by: property divergence production divergence, political divergence, and individual aggression. Dillon stated that knowledge covers learning facts activity, or giving attention to something in detail. (Locke , 2009) While Mathers thought that knowledge creates its own rules, structure, and symbols through assimilation, integration repetition, and accommodation. (Luthans Freds, 2008) According to Bloom, knowledge is special and general memory about any method and process or memory about a pattern, structure, and situation. Bloom's Taxonomy categorized 6 levels, starting from the lowest until the highest level which are knowledge, understanding, application analysis, synthesis, and evaluation. Anderson and Krathwohl classified knowledge into two categories. First, knowledge has four dimensions, consisting of

(1) factual knowledge,
(2) conceptual knowledge, and
(3) procedural knowledge. Second, each knowledge dimension can be seen from the cognitive process dimension.

This is a dimension built from

(1) Remembering,
(2) Understanding,
(3) Applying,
(4) Analyzing,
(5) Evaluating, and
(6) Creating.

The combination of these knowledge and cognitive dimensions is called taxonomy (the taxonomy table). (Preiss, Erika, 1997) From the analysis about knowledge explained above, it can be said that knowledge, which is in the cognitive domain, has a role as an activator power to other actions. While the direct advantage of knowledge is to change human behavior. Ecolabelling is agreement stamp given to a product which is considered to have little effect to the environment than the product. (Robbins and Judge, 2010) Ecolabelling is a tool provided by a company to guide consumers into buying the desired product, for instance, a product which is eco-friendly and can be recycled. (Rashid, 2009) Rashid has identified that consumers who have high attention towards environment protection will mostly buy products which have eco-friendly features and are signed by an eco-label. (Willey-Blackwell, Seafood, 2008) With the words of Wiley-Blackerll, eco-label is a logo shape or label from eco-friendly goods and service products which gives ecology power and is concerned about production continuity, social, culture, and the economy in continuous development implementation. Ecolabelling approaches are able to show that the product is produced with an awareness to protocols of a long lasting life environment. From a proposed concept and theory description about knowledge and eco-labelling, it can be synthesized that knowledge about eco-labelling is everything that is known, based on factual dimension and consists of

1) Term and
2) Specification.

The conceptual dimension consists of

1) Classification,
2) Principle and generalization,
3) Theory, model, and structure.

Whereas, the cognitive dimension consists of

1) Eco-labelling knowledge,
2) Conception/definition, and
3) knowledge of our own ability about eco-labelling which is gained whether by the learning process, elucidation or even experience, and is related with eco-labelling.

Therefore, the students exhibiting non-eco-friendly product counterproductive behaviors have demanded to adapt with environment lasting principles. Luthans believed that personality means how people influence others and how they understand and see themselves, and how their internal and external character measurement pattern scales have internal and external measuring features and interactions between humans. Character measurement pattern is the openness towards experience, conscientiousness, extraversion, agreeableness, and emotional stability.[16] An approach to personality is called Big Five Personality. It is an approach used in psychology to see human personality through arranged traits in the five factors of personality traits which have been shaped using factor analysis. The five traits of personality are *extraversion, agreeableness, conscientiousness, neuroticism, and openness to experiences*.[17] From this explanation, it can be synthesized that personality is concerned with a dynamic and integrated person character which is manifested in the way of thinking, feeling, and acting uniquely and stable, and that signs of a person responding towards a situation, including personality factors such as openness towards experience, conscientiousness, extraversion, agreeableness, and emotional stability.

RESEARCH METHODOLOGY

The research method used was survey by involving 87 senior high school students, in Jakarta which selected randomly. Counterproductive behavior in consumingnon-eco- friendly products was measured by instrument with its reliability coefficient was .930, personality which consists of 5 factors, that is why it is called big-five personality, measured by personality scale and its reliability was .940, and knowledge about eco-labelling measured by test with reliability was .895. Data was analyzed by regression and correlational analysis by applying t and F-test.

RESEARCH FINDINGS AND DISCUSSIONS

According to the research results, there were some gained findings: correlational analysis results showed that between variables whether particular or collective, eco-labelling knowledge and personality possessed a positive relationship with counterproductive student behavior in consuming non-eco-friendly products. So, increasing eco-labelling knowledge and personality followed with the increasing

Table 1. ANOVA for regression significance and linearity testing $\hat{Y} = 47.924 + .856X_1$

Source of variances	(df)	Sum of Square (SS)	Mean Square (MS)	F_{cal}	F_{table}	
Total	87				.05	.01
Coefficient (a)	1					
Regression (b/a)	1	7714.569	7714.569	48.743**	3.95	4.87
Residue	85	13453.109	158.272			
Suitable TunaError	17	3.891.115	228.889	1.628n.s	1.77	2.23
	68	9561.994	140.618			

** p< .01; n.s = non significant

Table 2. Correlation Coefficient Significance Testing (r_y1)

n	Correlation coefficient	t_{cal}	$t_{t.01}$
87	r_{y1} = .604	6.98*	1.66

Table 3. ANOVA Table of $\hat{Y} = 52.083 + .523X_2$

Source of variances	df	Sum of Square (SS)	Mean Square (MS)	F_{cal}	F_{table}	
Total	87				.05	.01
Coefficient(a)	1					
Regression (b/a)	1	8185.945	8185.945	53.599**	3.95	4.87
Residue	85	12981.733	152.726			
Lack of Fit	39	7411.483	190.038	1.569n.s	1.63	2.01
Error	46	5570.250	121.092			

**p < .01; n.s. = nonsignificant

Table 4. Correlation Coefficient Significant test (r_{y2})

n	Correlation Coefficient	t_{cal}	$t_{t.05}$.
87	r_{y1} = .622	7.32*	1.66

Table 5. List of ANOVA for Regression $\hat{Y} = 16.012 + .486X_1 + .390X_2$

Source of variances	(df)	Sum of Square (SS)	Mean Square (MS)	F_{cal}	F_{table}	
Reduced Total	87				.05	.01
Regression	2	11690.736	5.845,368	51.811**	3.1	4.8
Residue	84	9476.942	112.821		1	8

** p< .01

Table 6. Multiple Correlation Significance Testing ($R_{y1.2}$)

Correlation Coefficient Value ($R_{y1.2}$)	F_{cal}	F_t	
		0.05	0.01
.743	51.811**	3.11	4.88

** p< .01

of counterproductive student behavior in consuming non-eco-friendly products. This relationship also meant that counterproductive student behavior in consuming non-eco-friendly products can be traced, explained, or even predicted from eco-labelling knowledge and personality. First, the first hypothesis testing concluded that there was a positive relationship significance between eco-labelling knowledge and counterproductive student behavior in consuming non-eco-friendly products as showed by value t_{cal} being larger than t_{table} that was 6.98 > 1.66. A relationship pattern between both of these variables were stated by the regression equality $\hat{Y}$ = 47.924 + 2.056X1. One level of comparison of eco-labelling knowledge resulted in changing counterproductive student behavior in consuming a non-eco-friendly product as big as 2.056 on the constant 47.924. Simple correlation analysis results between eco-labelling knowledge with counterproductive student behavior in consuming non-eco-friendly products gained a correlation coefficient value r_y1 of.604. This value gives the understanding that there was a relationship between knowledge of eco-labelling with counterproductive student behavior in consuming non-eco-friendly products as significant or positive. This, therefore, meant that the higher eco-labelling knowledge level will be followed with an increasing of counterproductive student behavior in consuming non-eco-friendly products. The contribution of students' knowledge abouteco-labelling to students' counterproductive behavior in consuming non-eco-friendly products can be gained with quadrates of coefficient correlation value acquisition was.634. Statistically, this value gives an understanding that less than 36.4% of variety counterproductive student behavior in consuming non-eco-friendly products is defined or explained by students' knowledge about eco-labelling variances. Second, the second hypothesis testing summed up that there was a positive and significant relationship between personality with students' counterproductive behavior in consuming non-eco-friendly products as shown by the value t_{-cal} larger than t_{-table} which was 7.32 > 1.66. This pattern of relationship between two variables by the regression comparison $\hat{Y}$ = 52.083 +.523X2. Personality one level comparison resulted in changing the students' counterproductive behavior in consuming non-eco-friendly products as large as.523 on the constant 52.083. Correlation analysis also revealed thatthere is a positive and significant correlation found between personality andstudents' counterproductive behaviorin consuming non-eco-friendly products gained a correlation coefficient r_{y2} which was.622. This coefficient provide the understanding that relationship between personality with students' counterproductive behavior in consuming non-eco-friendly products was significant or positive. This means that the higher personality level will be followed by an increase of students' counterproductive behavior in consuming non-eco-friendly products.

The contribution of personality with students' counterproductive behavior in consuming non-eco-friendly products variable could be known with a quadrating correlation coefficient value result in short was.387. Statistically, this value gives the understanding that less than 38.7% variety of students' counterproductive behavior in consuming non-eco-friendly products was determined or explained by personality with its a functional relationship pattern as shown by the regression comparison above. Third, the third hypothesis testing wrapped up that there was a significant and positive connection between students' knowledge about eco-labelling and personality collectively with counterproductive student behavior in consuming non-eco-friendly products, which was shown by value F_{-cal} at 51.811. This value was larger value than on the F-t on the significant level α = .05 gained F_{-t} as 3.11; or F_{-cal} = 51.811 > F_{-t} = 3.11. The connection pattern between the three variables was stated by the double regression comparison $\hat{Y}$ = 16.012 + .486X_1 +.390X_2. This comparison gave information that each change of one unit of students' knowledge about eco-labelling and personality score resulted in students' counterproductive behavior in consuming non-eco-friendly products as 1.486 or.390. Double correlation analysis results between students' knowledge about eco-labelling and personality to students' counterproductive behavior in consuming non-eco-friendly products gained a double correlation coefficient value Ry1.2 as large as.743. This value showed a connection between students' knowledge about eco-labelling and personality collectively with students' counterproductive behavior in consuming non-eco-friendly products. Therefore, this result meant that higher students' knowledge about eco-labelling and personality will automatically be followed by high or increasing of counterproductive behavior in consuming non-eco-friendly products. The contribution size of students' knowledge about eco-labelling and personality variable collectively with students' counterproductive behavior in consuming non-eco-friendly products can be known by the determination coefficient value (Ry1.2)2 as.552. This analysis result showed that less than 55.2% variety of students' counterproductive behavior in consuming non-eco-friendly products is determined or explained by students' knowledge about eco-labelling and personality collectively, as defined by the regression comparison above. To know the pure contribution from each independent variable to connected ones, a partial correlation analysis was conducted. Each pure contributing variable was known by controlling the other independen variables. The results of the analysis shown in grade connection is shown in Table 7.

Table 7. Strength of contribution

Correlation Variables	Correlation Coefficient	Rank
$r_{y1.2}$	.520	Second
$r_{y2.1}$	.544	First

First, students' knowledge about eco-labelling to students' counterproductive behavior in consuming non-eco-friendly products free of the pure contributing variable gained was.520. This condition showed that there is quality decreasing between students' knowledge about eco-labelling with students' counterproductive behavior in consuming non-eco-friendly products. Hence, students' knowledge about eco-labelling was not the only variable which could define students' counterproductive behavior in consuming non-eco-friendly products if students' knowledge about eco-labelling was in constant behavior, the gained value was.544. This condition showed that there was connection quality decreasing between personality with students' counterproductive behavior in consuming non-eco-friendly products which meant that personality was not the only variable that could determine students' counterproductive behavior in consuming non-eco-friendly products and there was another variable such as students' knowledge about eco-labelling which was also influential. Based on the explanation above, it can be summarized that the independen variable which has the strongest connection and the biggest contribution towards connected variables was personality.

Conclusion

First, there was a positive connection between students' knowledge about eco-labelling and students' counterproductive behavior in consuming non-eco-friendly products. The results concluded that the higher the personality, the higher the students' counterproductive behavior in consuming non-eco-friendly products after it was controlled or not. Second, there was a positive connection between students' knowledge about eco-labelling and personality simultaneously with students' counterproductive behavior in consuming non-eco-friendly products. It can be simplified that the higher students' knowledge about eco-labelling and personality, t students' counterproductive behavior in consuming non-eco-friendly products was also high.

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