CHAPTER III

ATTITUDES TOWARDS RECYCLING CAMPAIGN, SUBJECTIVE NORMS OF RECYCLING, AND YOUTH INTENTION IN RECYCLING PROGRAM PARTICIPATION

This chapter explains the research findings regarding the impact of attitudes toward the #BersihPastiUntung campaign and subjective norms of recycling on high school students' intentions to participate in recycling programs. The study used a sample of 173 respondents who met the sample criteria which are a male or female gender, residing in Jakarta, Indonesia, students of SMAN 75, SMAN 18 Jakarta, or SMAN 72 Jakarta, and having been exposed to the #BersihPastiUntung campaign more than twice.

3.1. Validity Test

This study conducted a validity test using a sample of 50 respondents and the Pearson correlation in SPSS 29 software. Validity was measured by comparing the calculated r-count with the table r-table. The questionnaire can be considered valid if the calculated r-count is greater than the table r-table. The two-tailed table r-value for 50 respondents at a significance level of 0.05 is 0.273 (LibreTexts Statistics, 2023). The following table shows the results of the validity test for this study.

Table 3.1 Results of Validity Test for the Variabel Attitudes towards Recycling Campaign (X1)

Question Item	R Count	R Table	Result
Evaluation of Recycling Campaign Activities	0,769	0.273	Valid
Evaluation of Recycling Campaign Activities	0,470	0.273	Valid
Evaluation of Recycling Campaign Activities	0,595	0.273	Valid
Environmental Awareness	0,289	0.273	Valid
Environmental Awareness	0,661	0.273	Valid
Environmental Awareness	0,595	0.273	Valid
Understanding of Recycling's impact on Waste Reducition	0,658	0.273	Valid
Understanding of Recycling's impact on Waste Reducition	0,780	0.273	Valid
Understanding of Recycling's impact on Resource Conservation	0,625	0.273	Valid
Understanding of Recycling's impact on Resource Conservation	0,637	0.273	Valid

Based on the SPSS output table, 10 questions in the questionnaire were used to assess validity by comparing the calculated r-count with the r-table value. The results indicate that the calculated r-count values are all greater than the r-table value. Therefore, it can be concluded that the questionnaire effectively measures variable X1, Attitudes Towards Recycling Campaign. Next, the validity test results for variable X2, Subjective Norms of Recycling, will be presented.

Table 3.2 Results of Validity Test for the Variable Subjective Norms of Recycling (X2)

Question Item	R Count	R Table	Result
Social Encouragement to Recycle	0,757	0.273	Valid
Social Encouragement to Recycle	0,721	0.273	Valid
Social Encouragement to Recycle	0,669	0.273	Valid
Social Approval of Recycling	0,648	0.273	Valid
Social Approval of Recycling	0,643	0.273	Valid
Social Approval of Recycling	0,422	0.273	Valid
Social Support of Recycling	0,658	0.273	Valid
Social Support of Recycling	0,716	0.273	Valid
Social Support of Recycling	0,785	0.273	Valid

Based on the SPSS output table, 9 questions in the questionnaire were used to assess validity by comparing the calculated r-count with the r-table value. The results indicate that the calculated r-count values are all greater than the r-table value. Therefore, it can be concluded that the questionnaire effectively measures variable X2, Subjective Norms of Recycling. Next, the validity test results for variable Y, Youth Intention in Recycling Program Participation, will be presented.

Table 3.3 Results of Validity Test for the Variable Youth Intention in Recycling Program Participation (Y)

Question Item	R Count	R Table	Result
Intention to Recycle Regularly	0,414	0.273	Valid
Intention to Recycle Regularly	0,687	0.273	Valid
Intention to Recycle Regularly	0,739	0.273	Valid
Intention to Recycle Regularly	0,837	0.273	Valid
Intention to Recycle Regularly	0,815	0.273	Valid
Intention to Recycle Regularly	0,879	0.273	Valid

Based on the SPSS output table, 6 questions in the questionnaire were used to assess validity by comparing the calculated r-count with the r-table value. The validity test results indicate that the calculated r-count values are all greater than the r-table value. Therefore, it can be concluded that the questionnaire measuring variable Y, Youth Intention in Recycling Program Participation, is valid.

3.2. Reliability Test

The reliability test is a measurement used to assess the consistency of respondents' answers to the questionnaire. If the data produced remains consistent over different time periods, the results can be considered reliable. Data is deemed reliable if there is consistency in the data obtained from respondents on the same object, at different times, and under repeated conditions. Each part of the questions

or questionnaire can undergo a reliability test. If the Cronbach's Alpha value is above 0.70, it will be considered to have sufficient reliability (Slamet & Wahyuningsih, 2022).

Table 3.4 Results of Reliability Test

Item	Cronbach's Alpha	Criteria	Result
Attitudes towards Recycling Campaign	0,811	Cronbach's Alpha >0.70	Reliable
Subjective Norms of Recycling	0,848	Cronbach's Alpha >0.70	Reliable
Youth Intention in Recycling program Participation	0,817	Cronbach's Alpha >0.70	Reliable

The reliability tests for the three variables, Attitudes Towards Recycling Campaign (X1), Subjective Norms of Recycling (X2), and Youth Intention in Recycling Program Participation (Y), show that all three have a Cronbach's Alpha value greater than 0.70, confirming their reliability. These findings validate the variables for use in the next stages of research.

3.3. Respondent Identity

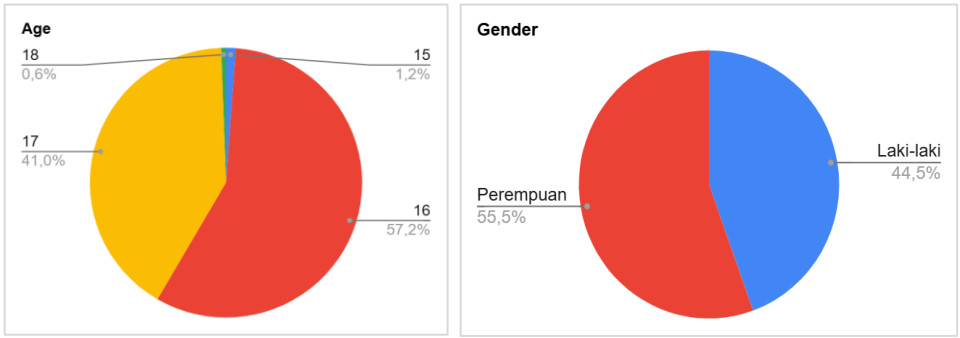

Diagram 3.3.1 Age and Gender Distribution of Respondents

The diagram 3.3.1 above shows that the majority of respondents are 11th-grade high school students, with the dominant age being 16-17 years, which aligns

with the average education level at that stage. The gender proportion is nearly balanced, with slightly more females (55.5%) than males (44.5%), reflecting a fairly even representation among students.

Diagram 3.3.2 School and Campaign Date Participation Distribution

The first diagram 3.3.2 shows the distribution of respondents based on their schools which is from SMAN 72, SMAN 18, and SMAN 75 Jakarta. This indicates that the #BersihPastiUntung campaign program by Mountrash successfully reached various schools with a relatively equal proportion of participation, although SMAN 72 had slightly higher involvement. The second diagram illustrates the division of respondents based on the campaign activity dates, which are almost evenly spread across three days. This demonstrates the consistency of the campaign's implementation, allowing more students to participate. These data reflect the campaign's success in reaching students from different schools with a flexible schedule.

Diagram 3.3.3 Status of Respondents' Participation in the Previous #BersihPastiUntung Campaign

This diagram 3.3.3 shows that all respondents (100%) have previously participated in the #BersihPastiUntung campaign activities. This reflects the campaign's success in attracting full interest and participation from its target audience. A 100% participation rate may also indicate the effectiveness of the campaign's method of delivering information. With full participation, the campaign has a greater opportunity to create a positive impact on recycling awareness and behavior among its primary target group, the students.

Diagram 3.3.4 Respondents' Level of Participation in the #BersihPastiUntung Campaign

This diagram 3.3.4 shows that all respondents have participated in the #BersihPastiUntung campaign more than once. With the fact that 173 students chose ">1 time" demonstrates that the campaign successfully captured students'

attention repeatedly and consistently. This repeated participation reflects the campaign's effectiveness in maintaining the interest of its audience while reinforcing its messages. With such high engagement, students are more likely to understand, remember, and internalize the importance of recycling as part of their daily behavior.

3.4. Attitudes Towards Recycling Campaign

Attitudes towards recycling campaign (X1) represent respondents' positive or negative evaluations of recycling campaign activities. Positive attitudes towards recycling are often driven by environmental awareness and an understanding of the positive impact of recycling on waste reduction and conservation of natural resources. The variable attitudes towards recycling campaign is measured using the following indicators:

1. Evaluation of Recycling Campaign Activities
2. Environmental Awareness
3. Understanding of Recycling's Impact on Waste Reduction
4. Understanding of Recycling's Impact on Resource Conservation

This variable uses an interval scale consisting of 10 questions. Each question has a maximum score of 6 and a minimum score of 1. The research method applied is as follows:

1. Highest Score 6 x 10 = 60
2. Lowest Score 1 x 10 = 10

Thus, the interval groups are calculated as (60-10/3) = 16,6 = 17, so the scores are categorized as follows:

1. Scores 10 - 26 indicate low attitudes towards recycling campaign.
2. Scores 27 - 43 indicate moderate attitudes towards recycling campaign.
3. Scores 44 - 60 indicate high attitudes towards recycling campaign.

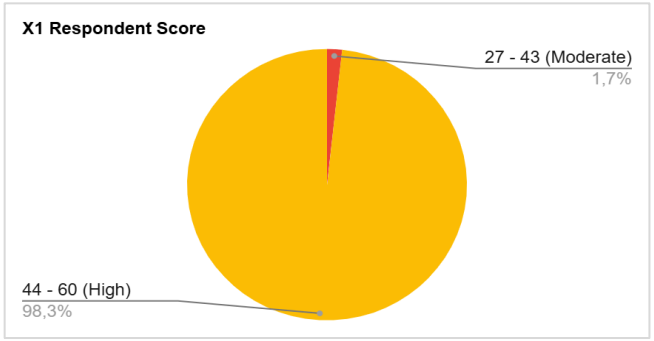

Diagram 3.4 Attitudes Towards Recycling Campaign Score

The diagram 3.4 above shows the research results for attitudes towards recycling campaigns, where the majority of respondents fall into the high category (44 - 60), totaling 173 individuals. Therefore, it can be concluded that attitudes towards recycling campaigns in youth intention in recycling program participation are rated as high.

3.4.1. Evaluation of Recycling Campaign Activities

The indicator evaluation of recycling campaign activities is designed to measure how respondents perceive and evaluate the activities organized in the #BersihPastiUntung campaign. From this indicator, it will assess the positive or negative aspects of respondents' attitudes toward the #BersihPastiUntung campaign activities they have participated in by analyzing whether the statement presented is considered "very relevant" (6) or "not relevant" (1) according to the respondents.

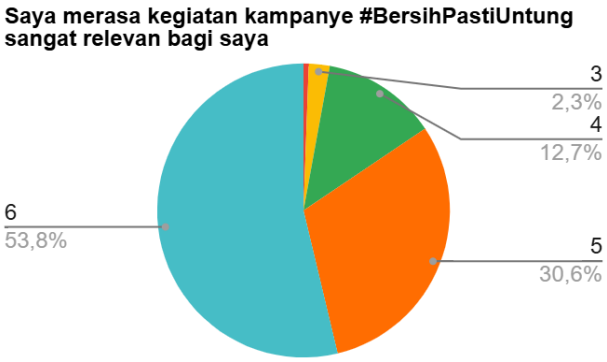

Diagram 3.4.1.1 Evaluation of the #BersihPastiUntung Campaign's Relevance According to Respondents

Diagram 3.4.1.1 shows that the majority of respondents (53.8%) found the #BersihPastiUntung campaign to be very relevant, followed by 30.6% who considered it relevant, while only 2.9% rated it as less relevant. This high positive assessment indicates that the campaign successfully captured attention and was perceived as aligned with the respondents' views and experiences. Factors such as age and grade level may influence how students evaluate the campaign, as they are at a stage where they are more receptive to information and sensitive to environmental issues like waste management and recycling.

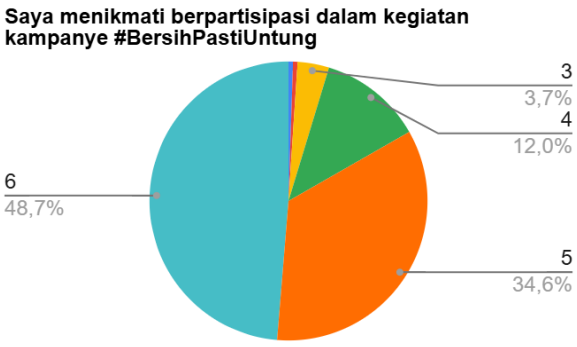

Diagram 3.4.1.2 Evaluation of Respondents' Enjoyment in the #BersihPastiUntung Campaign

Diagram 3.4.1.2 shows that the majority of respondents (83.3%) rated their experience of the #BersihPastiUntung campaign as very enjoyable. This indicates

that activities such as the campaign presentation, Q&A sessions, waste sorting, recycling, and waste cleaning, which they had been exposed to previously, successfully fostered positive attitudes among students toward the campaign. These interactive activities helped students understand the importance of waste management while building their awareness of recycling, potentially encouraging their intention to take action in the future.

Diagram 3.4.1.3 Evaluation of Respondents' Comprehensive Experience During the #BersihPastiUntung Campaign

Diagram 3.4.1.3 shows that the majority of respondents (65.3%) rated the #BersihPastiUntung campaign as providing a good and comprehensive experience. This assessment relates to the extent to which the campaign activities offered valuable experiences for participants. Various campaign activities, such as Q&A sessions, waste sorting, recycling practices, and cleaning waste before processing, provided students with practical and educational insights. Additionally, the introduction of Eco-Enzyme production during the campaign enhanced students' understanding of creative ways to manage organic waste. By participating in the campaign more than twice, respondents had the opportunity to deepen their understanding of the material presented and directly observe the benefits of the

activities, creating a relevant experience that fosters positive attitudes toward waste management.

3.4.2. Environmental Awareness

The environmental awareness indicator measures how aware respondents are of environmental issues after participating in the campaign. From this indicator, it assesses the positive or negative aspects of respondents' attitudes toward the environmental awareness information presented during the #BersihPastiUntung campaign. This indicator evaluates whether the statements posed are considered "very relevant" (6) or "not relevant" (1) by the respondents.

Diagram 3.4.2.1 Respondents' Evaluation of the Importance of Waste Management in Indonesia after Participating in the #BersihPastiUntung Campaign

Diagram 3.4.2.1 shows that the majority of respondents (83.8%) gave a "very relevant" score, indicating that they view waste management as an important and timely issue, particularly in reducing waste pollution in the environment, such as in rivers. This perspective is influenced by the campaign materials presented, where respondents were introduced to data on daily waste generation and its environmental impacts. Additionally, participating in the campaign more than twice provided a deeper understanding through interactive educational sessions, such as

data presentations, waste sorting practices, and Q&A sessions. This evaluation reflects the campaign's success in delivering relevant information and enhancing students' environmental awareness regarding the urgency of waste management.

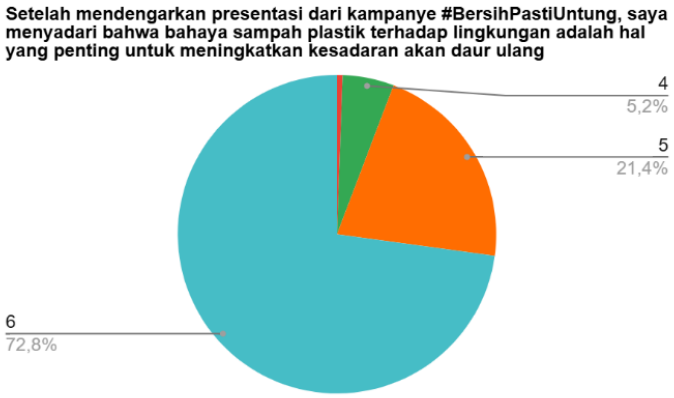

Diagram 3.4.2.2 Evaluation of Respondents' Awareness of the Importance of Plastic Waste Management After the #BersihPastiUntung Campaign Presentation

Diagram 3.4.2.2 shows that the majority of respondents (72.8%) found it highly relevant that understanding the dangers of plastic waste is important for raising awareness about recycling. This is driven by the presentations in the #BersihPastiUntung campaign, which discussed the negative impacts of plastic waste on the environment, such as its decomposition time ranging from 100 to 500 years. The presentations also explained how plastic waste contributes to soil and water pollution, emphasizing the urgency of understanding plastic waste management among the audience. With respondents having participated in the campaign more than twice, the delivery of this material successfully increased their awareness of the importance of recycling as a practical solution to minimize the harmful effects of plastic waste.

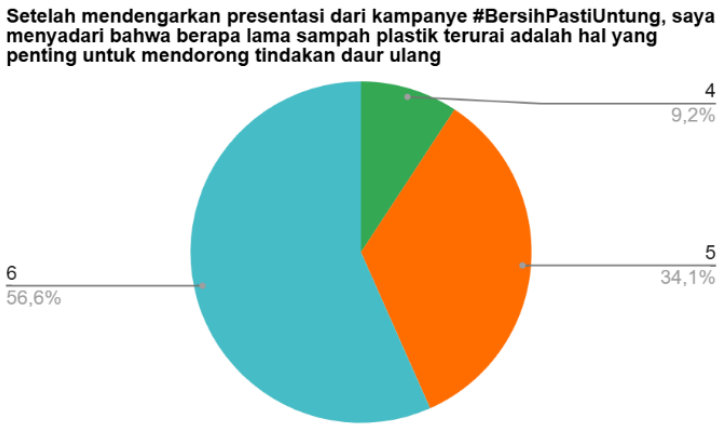

Diagram 3.4.2.3 Evaluation of Respondents' Awareness of the Importance of Plastic Waste Decomposition Time for Encouraging Recycling

Diagram 3.4.2.3 shows that the majority of respondents found it highly relevant to understand how long plastic waste takes to decompose, with most giving the highest score. After listening to the #BersihPastiUntung campaign presentation, respondents became aware that plastic waste takes 100–500 years to fully decompose, which negatively impacts the environment if not properly managed. The campaign materials, including explanations of plastic decomposition duration and the consequences of improper waste disposal, helped raise respondents' awareness of the urgency of recycling. This highlights the campaign's effectiveness in fostering a deeper understanding that can motivate tangible actions for better plastic waste management.

3.4.3. Understanding of Recycling's Impact on Waste Reduction

The indicator understanding of recycling's impact on waste reduction measures how well respondents understand that recycling helps reduce waste after viewing the presentation content from the #BersihPastiUntung campaign. From this

indicator, it will assess the positive or negative aspects of respondents' attitudes toward the importance of understanding recycling's impact on waste reduction. This indicator evaluates respondents' understanding based on whether the statement presented is considered "very relevant" (6) or "not relevant" (1) according to the respondents.

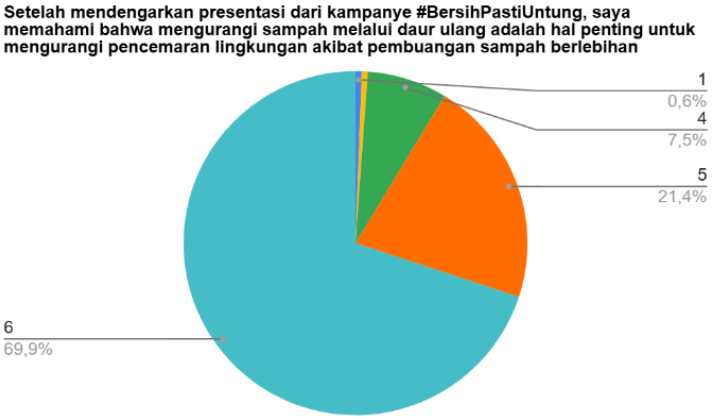

Diagram 3.4.3.1 Evaluation of Respondents' Awareness of Recycling's Role in Reducing Environmental Pollution

Diagram 3.4.3.1 shows that after attending the #BersihPastiUntung campaign presentation, the majority of respondents (69.9%) gave a highly relevant score to the understanding that reducing waste through recycling is essential to addressing environmental pollution caused by excessive waste disposal. The presentation highlighted Indonesia's waste emergency, such as the large amounts of waste dumped into rivers and accumulated in landfills. The information delivered during the campaign effectively increased respondents' awareness of the urgency of recycling in tackling the environmental issues they face.

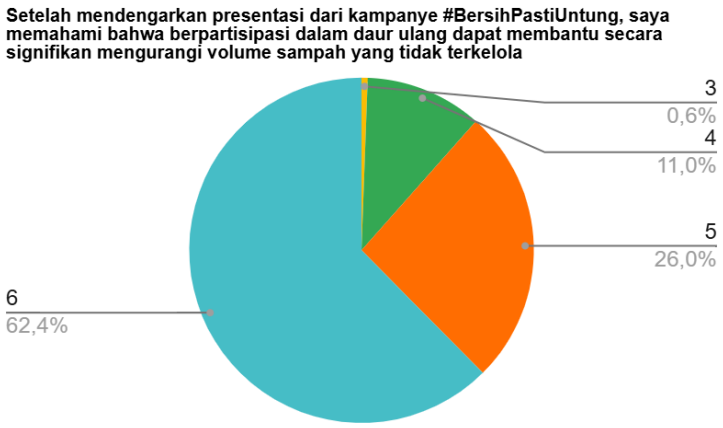

Diagram 3.4.3.2 Evaluation of Respondents' Awareness of the Impact of Recycling Participation on Reducing Unmanaged Waste Volume

Diagram 3.4.3.2 shows respondents' evaluation of the statement that participating in recycling activities can help reduce unmanaged waste. A total of 62.4% of respondents gave a highly relevant score, indicating a strong understanding of the importance of recycling in waste management. After attending the #BersihPastiUntung campaign presentation, respondents recognized that active participation in recycling is a significant solution to addressing the issue of excessive waste in landfills. This understanding was reinforced by the presentation materials, which highlighted Indonesia's waste accumulation problem and the critical role of recycling in addressing this issue sustainably.

3.4.4. Understanding of Recycling's Impact on Resource Conservation

The indicator understanding of recycling's impact on resource conservation measures how well respondents understand that recycling helps conserve natural resources after viewing the #BersihPastiUntung campaign presentation. From this indicator, it will assess the positive or negative aspects of respondents' attitudes toward the importance of understanding recycling's impact on resource

conservation. This indicator evaluates respondents' understanding based on whether the statements posed are considered "very relevant" (6) or "not relevant" (1) by the respondents.

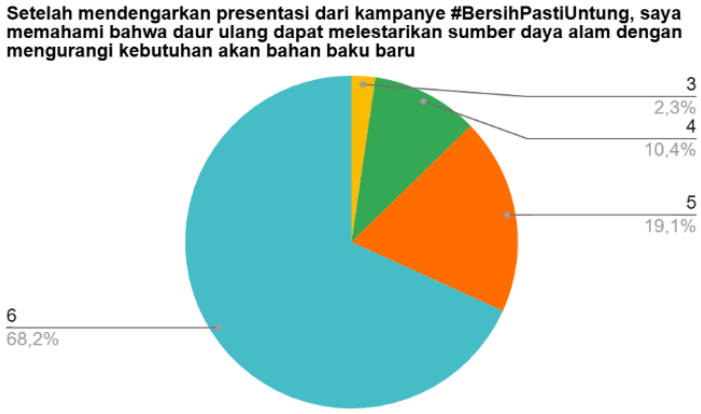

Diagram 3.4.4.1 Evaluation of Respondents' Awareness of Recycling as a Means to Conserve Natural Resources by Reducing the Need for New Raw Materials

Diagram 3.4.4.1 illustrates respondents' evaluation of the relevance of recycling in conserving natural resources by reducing the need for new raw materials. The majority of respondents (68.2%) gave a highly relevant score, indicating their awareness of the benefits of recycling after attending the #BersihPastiUntung campaign presentation. The campaign materials explained how recycling reduces the exploitation of limited natural resources, such as minimizing deforestation through paper recycling or reducing dependence on petroleum by recycling plastics. This presentation helped respondents understand that recycling is a tangible step toward maintaining environmental balance and reducing the demand for new raw materials.

Diagram 3.4.4.2 Evaluation of Respondents' Awareness of Recycling's Role in Reducing Environmental Damage

Diagram 3.4.4.2 illustrates respondents' evaluation of the statement that recycling helps conserve natural resources by reducing environmental damage. A total of 75.7% of respondents gave a score of 6 (highly relevant), reflecting strong awareness of recycling's vital role in minimizing environmental harm. After attending the #BersihPastiUntung campaign presentation, respondents understood that recycling practices reduce pollution caused by unmanaged waste and help maintain ecosystem balance. The campaign addressed various environmental issues, such as river pollution from waste and resource exploitation. Through this educational approach, most respondents, who had attended the campaign more than twice, recognized that simple actions like recycling can make a meaningful contribution to protecting the environment and conserving natural resources.

3.5. Subjective Norms of Recycling

Subjective norms of recycling (X2) represent the social pressure respondents feel to engage in recycling activities in which it is often influenced by

perceptions about whether important people in their lives, such as family and friends, support or expect them to recycle. The variable subjective norms of recycling is measured using the following indicators:

1. Social Encouragement to Recycle
2. Social Approval of Recycling
3. Social Support for Recycling

This variable uses an interval scale consisting of 9 questions. Each question has a maximum score of 6 and a minimum score of 1. The research method applied is as follows:

1. Highest Score 6 x 9 = 54
2. Lowest Score 1 x 9 = 9

Thus, the interval groups are calculated as (54-9/3) = 15, so the scores are categorized as follows:

1. Scores 9 - 23 indicate low subjective norms of recycling.
2. Scores 24 - 38 indicate moderate subjective norms of recycling.
3. Scores 39 - 54 indicate high subjective norms of recycling.

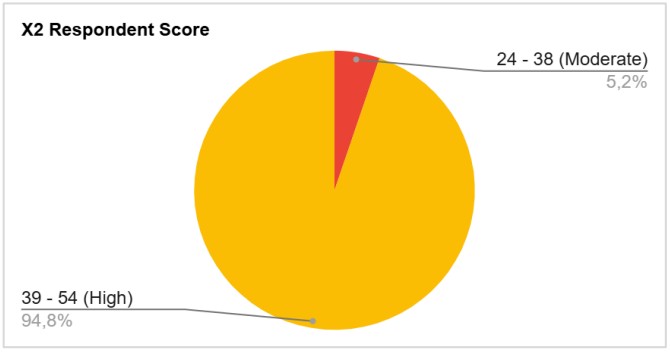

Diagram 3.5 Subjective Norms of Recycling Score

The diagram 3.5 above shows the research results for subjective norms of recycling, where the majority of respondents fall into the high category (39 - 54), totaling 164 respondents. Therefore, it can be concluded that subjective norms of recycling are rated as high.

3.5.1. Social Encouragement to Recycle

The indicator social encouragement to recycle measures the social encouragement that influences respondents' decisions to engage in recycling activities. From this indicator, it will assess whether respondents feel that their family, friends, and surrounding environment support or encourage them to participate in recycling activities. This indicator is evaluated based on whether the statements posed are considered "very relevant" (6) or "not relevant" (1) by the respondents.

Diagram 3.5.1.1 Respondents' Perception of Family Encouragement to Participate in Recycling

Diagram 3.5.1.1 shows that 93.6% of respondents found family encouragement highly relevant in motivating their participation in recycling activities. This encouragement highlights the significant role of subjective norms, where families, as the primary reference group, provide positive social encouragement. In line with the findings of Arli et al. (2019), subjective norms

significantly influence recycling intentions, with encouragement from close individuals, such as family members, motivating individuals to engage in pro-environmental behavior.

Diagram 3.5.1.2 Respondents' Perception of Peer Encouragement to Participate in Recycling

Diagram 3.5.1.2 shows that the majority of respondents (90.2%) gave scores between 4 and 6, indicating that they felt encouraged and motivated by their peers to start recycling activities. Respondents came from SMAN 72, SMAN 75, and SMAN 18 Jakarta, where the #BersihPastiUntung campaign successfully fostered a school environment that promotes recycling culture. Peer encouragement created collective awareness and shared motivation to protect the environment through recycling practices. Research by Arli, Badejo, Carlini, and France (2019) also emphasized that encouragement from peers plays a significant role in shaping environmentally friendly behavioral intentions, including recycling activities.

Diagram 3.5.1.3 Respondents' Perception of Social Encouragement forRegular Recycling Activities

Diagram 3.5.1.3 shows that 46.8% of respondents felt their social environment provided strong encouragement to recycle regularly. This encouragement came from teachers, their home environment, and facilities such as recycling bins at school. Furthermore, respondents felt that teachers and the environment at SMAN 18, SMAN 27, and SMAN 25 Jakarta motivated and inspired them to engage in recycling.

3.5.2. Social Approval of Recycling

The indicator social approval of recycling measures respondents' perceptions regarding the approval they receive from their social environment for their decision to recycle. From this indicator, it will assess whether respondents feel that their family, friends, and surrounding environment provide support or appreciate their efforts to engage in recycling activities. This indicator is evaluated based on whether the statements posed are considered "very relevant" (6) or "not relevant" (1) by the respondents.

Diagram 3.5.2.1 Family Approval Evaluation for Participation in Recycling Activities

Diagram 3.5.2.1 shows that 51.4% of respondents rated family approval as highly relevant, indicating strong family consent for their involvement in recycling activities. This approval highlights the important role of families as a source of social acknowledgment, where families provide positive recognition and permission that encourage students' participation. This aligns with the findings of Arli et al. (2019), emphasizing that subjective norms, such as social approval from families, play a crucial role in shaping behavioral intentions. Family approval offers additional motivation for students to begin recycling activities and strengthens their commitment to environmentally friendly actions.

Diagram 3.5.2.2 Peer Approval Evaluation for Participation in School Recycling Programs

Diagram 3.5.2.2 indicates that 46.8% of respondents gave a score of 6 (highly relevant), followed by 34.7% with a score of 5, reflecting significant peer approval of their efforts in school recycling programs. Recognition and appreciation from peers motivate students to actively engage in recycling activities. The distribution of respondents across schools such as SMAN 72, SMAN 75, and SMAN 18 Jakarta highlights a strong recycling culture and mutual acknowledgment within the school environment. These findings align with Arli et al. (2019), who state that subjective norms, including social approval from peers, can strengthen individuals' intentions to adopt pro-environmental behaviors, such as participating in recycling activities.

Diagram 3.5.2.3 Respondents' Perception of Social Approval for Recycling Activities

Diagram 3.5.2.3 shows that 51.4% of respondents gave a score of 6 (highly relevant), indicating significant approval from their social environment for their decision to recycle. This approval stems from schools like SMAN 72, SMAN 75, and SMAN 18 Jakarta, which actively foster a recycling culture through facilities such as sorted waste bins and educational activities. Additionally, the home environment, including recognition from family and neighbors, contributes to creating an atmosphere that encourages environmentally friendly behavior.

3.5.3. Social Support for Recycling

The indicator social support for recycling measures the social support that respondents feel in carrying out recycling activities. From this indicator, it will assess whether respondents feel supported or provided with assistance when participating in recycling activities. This indicator is evaluated based on whether the statements posed are considered “very relevant” (6) or “not relevant” (1) by the respondents.

Diagram 3.5.3.1 Respondents’ Perception of Family Support for Their Recycling Participation

Diagram 3.5.3.1 shows that 54.3% of respondents gave a score of 6 (highly relevant), indicating that most respondents feel supported by their families when participating in recycling activities. This support plays a crucial role in boosting respondents’ confidence to actively engage. Additionally, this finding aligns with Arli et al. (2019), who emphasized that social support from family influences subjective norms that can drive positive behavioral intentions. Family support creates a conducive atmosphere at home and helps establish consistent recycling habits.

Diagram 3.5.3.2 Respondents' Perception of Friends' Support for Their Recycling Needs

Diagram 3.5.3.2 shows that 47.4% of respondents gave a score of 6 (highly relevant), reflecting strong social support from their peers in recycling activities. This support is evident in the willingness of respondents' friends to assist when needed, which can enhance their motivation to engage more actively in recycling. The distribution of respondents across schools such as SMAN 72, SMAN 75, and SMAN 18 Jakarta highlights the presence of a supportive social environment where peers provide both practical and moral assistance.

Diagram 3.5.3.3 Respondents' Perception of Social Support for Active Involvement in Recycling Activities

Diagram 3.5.3.3 shows that 48.6% of respondents gave a score of 6 (highly relevant), indicating that social support from those around them, such as friends, neighbors, and school communities, plays a key role in encouraging active

involvement in recycling activities. This support includes moral assistance, the provision of facilities, or real examples from their surroundings that can inspire pro-environmental behavior. This aligns with the study by Arli, Badejo, Carlini, and France (2019), which highlights the importance of social support in shaping subjective norms to foster environmentally friendly behavior. Furthermore, active schools like SMAN 72, SMAN 75, and SMAN 18 Jakarta, along with support from teachers and the home environment, strengthen the positive atmosphere that encourages recycling participation among students.

3.6. Youth Intention in Recycling Program Participation

Youth intention in recycling program participation (Y) reflects their desire and commitment to be involved in recycling activities. The commitment and desire dapat terlihat dari bagaimana para responden terdorong setelah memiliki attitude terhadap recycling serta subjective norms responden. This variable is measured using the following indicator:

1. Intention to Recycle Regularly

   This variable uses an interval scale consisting of 6 questions. Each question has a maximum score of 6 and a minimum score of 1. The research method applied is as follows:

   a. Highest Score 6 x 6 = 36
   b. Lowest Score 1 x 6 = 6

   Thus, the interval groups are calculated as (36-6/3) = 10, so the scores are categorized as follows:

a. Scores 6 - 15 indicate low youth intention in recycling program participation.
b. Scores 16 - 25 indicate moderate youth intention in recycling program participation.
c. Scores 26 - 36 indicate high youth intention in recycling program participation.

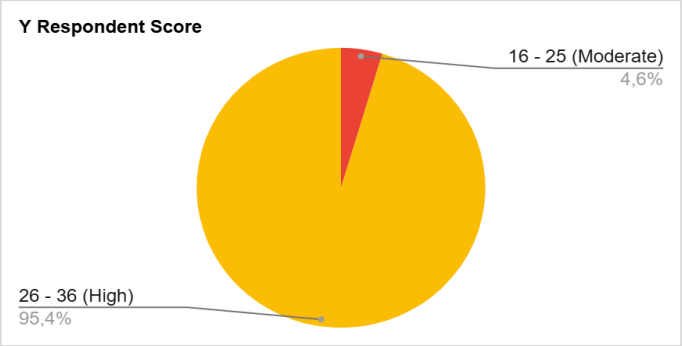

Diagram 3.6 Youth Intention in Recycling Program Participation Score

The diagram 3.6 above shows the assessment results for youth intention in recycling program participation, where the majority of respondents fall into the high category (26 - 36), totaling 165 respondents. Therefore, it can be concluded that youth intention in recycling program participation is rated as high.

3.6.1. Intention to Recycle Regularly

The indicator intention to recycle regularly measures respondents' intention to consistently participate in recycling activities. From this indicator, it will assess

whether respondents have the desire to engage in recycling activities. To measure respondents' intentions, it will be evaluated based on whether the statements presented indicate that respondents are "very willing" (6) or "not willing" (1), according to their responses.

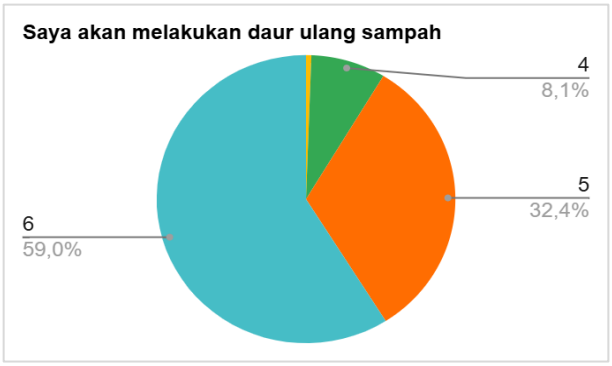

Diagram 3.6.1.1 Respondents' Intention to Actively Engage in Recycling Activities

Diagram 3.6.1.1 shows respondents' intention to recycle waste, with 59% of respondents giving a score of 6 (very willing), reaffirming the effectiveness of the #BersihPastiUntung campaign in encouraging environmentally friendly behavior. This result reflects the campaign's success in conveying the understanding that recycling is not just an obligation but also a significant contribution to environmental preservation. The respondents, most of whom are high school students, appear to be influenced by the education they received, both through information about the benefits of recycling and the supporting facilities provided by schools, such as segregated waste bins. These findings demonstrate that campaigns targeting the younger generation can create significant behavioral change through educational and collaborative approaches.

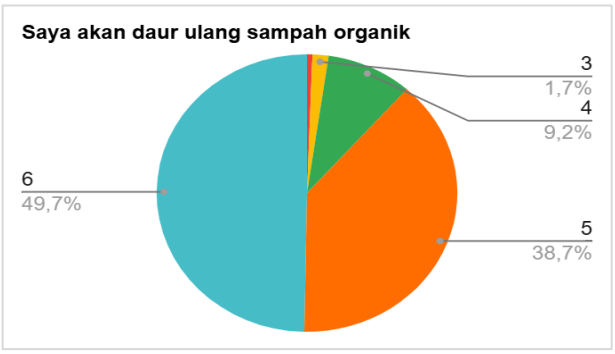

Diagram 3.6.1.2 Respondents' Intention to Recycle Organic Waste

Diagram 3.6.1.2 illustrates respondents' intention to recycle organic waste, with 49.7% giving a score of 6 (very willing) and 38.7% giving a score of 5, indicating that the majority have a strong desire to recycle organic waste. The #BersihPastiUntung campaign played a crucial role in introducing creative organic waste management techniques, such as making eco-enzyme and utilizing MiJel as a multifunctional material for students' needs, both in school projects and daily life. This reflects the success of the campaign's approach, which is relevant to the needs and interests of high school students, encouraging them to incorporate organic waste management into their habits. This high level of intention also indicates that a combination of practical education and relevance to students' daily contexts can effectively drive respondents' willingness to recycle organic waste.

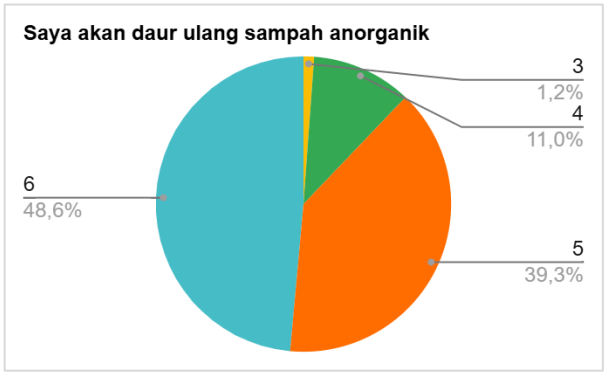

Diagram 3.6.1.3 Respondents' Intention to Recycle Inorganic Waste

Diagram 3.6.1.3 illustrates respondents' intentions to recycle inorganic waste. A total of 48.6% of respondents gave a score of 6 (very willing), while only 1.2% gave a low score (3), reflecting variations in the level of commitment among respondents. Those who gave high scores may have been more exposed to the #BersihPastiUntung campaign materials, which thoroughly addressed the hazards of non-degradable inorganic waste. Conversely, respondents with lower scores may reflect challenges such as limited access to recycling facilities or insufficient social support in their environment. This data highlights that, in addition to education, access to adequate recycling infrastructure may be necessary to encourage broader participation in inorganic waste recycling.

Diagram 3.6.1.4 Respondents' Intention to Recycle Waste Using Mountrash Dropbox Services

Diagram 3.6.1.4 shows that the majority of respondents, 51.4%, gave a score of 6 (very willing) to utilizing Mountrash dropboxes for recycling activities. This reflects the effectiveness of the #BersihPastiUntung campaign in raising awareness and motivating students to actively participate in waste management. With the majority of respondents being high school students from SMAN 18, SMAN 75, and SMAN 72 in Jakarta, aged 15-18 years, the availability of dropbox facilities at their

schools provides a relevant solution for practicing recycling habits. The integration of school support with the campaign, such as providing dropboxes and educational activities, plays a crucial role in shaping students' intentions to recycle the plastic waste they produce daily.

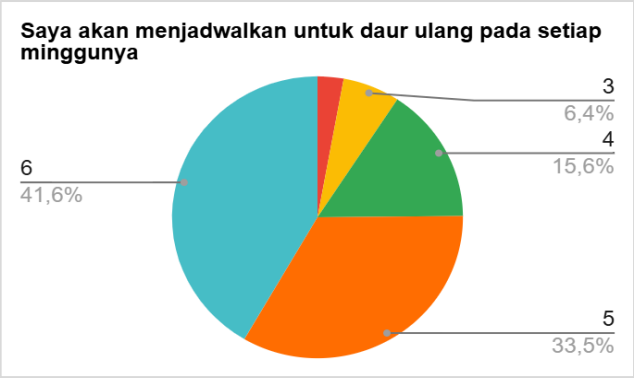

Diagram 3.6.1.5 Respondents' Intention to Commit to Weekly Recycling Activities

Diagram 3.6.1.5 illustrates respondents' intentions to schedule recycling activities weekly. A total of 41.6% of respondents gave a score of 6 (very willing), indicating high awareness and consistent efforts to make recycling a regular habit. The respondents, who are mostly high school students from SMAN 18, SMAN 75, and SMAN 72 in Jakarta and have participated in the #BersihPastiUntung campaign more than twice, are likely influenced by a combination of educational factors from the campaign and social support from their school environment and families. This shows that factors such as a deep understanding of the importance of recycling and positive social norms encourage respondents to commit to scheduled recycling actions.

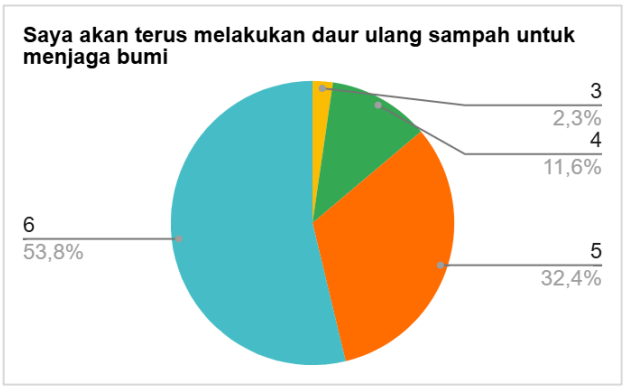

Diagram 3.6.1.6 Respondents' Intention to Continue Recycling Waste to Protect the Earth

Diagram 3.6.1.6 illustrates respondents' intentions to continue recycling waste to preserve the earth. A total of 53.8% of respondents gave a score of 6 (very relevant), reflecting a high level of commitment to sustaining recycling activities. The respondents, who are high school students aged 15–18 years, have been exposed to the #BersihPastiUntung campaign materials, which specifically highlight the urgency of protecting the environment through recycling. This indicates that the information on the positive impact of recycling on ecosystems has successfully increased respondents' intentions to contribute sustainably. Additionally, other supporting factors, such as positive social norms within their school and family environments, further strengthen their intention to make recycling a part of their lifestyle.