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Journal of Environmental Management and Tourism is an interdisciplinary research journal, aimed to publish articles and original research papers that should contribute to the development of both experimental and theoretical nature in the field of Environmental Management and Tourism Sciences.

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The Role of Responsibility Feeling in Mediating the Effects of the Environmental Education Course, Socio-Economic Conditions, and Awareness as the Caliph on Environmental Behavior

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Abstract:

This study aims to determine the direct and indirect effects of the role of environmental education course, socio-economic conditions, and the awareness of the caliph on the environmental behavior through responsibility feeling. The research sample was all students of accounting education in 2016. The research data were primary data obtained by using a questionnaire. Data analysis used Structural Equation Modeling (SEM). The results showed that the variables of environmental behavior, only responsibility feeling variable that could affect the environmental behavior. The variables of environmental education course, and awareness as caliphs had no direct effect on the variables of socio-economic conditions had no direct effect on the responsibility feeling while the variable of socio-economic conditions had direct effect on the responsibility feeling. Responsibility feeling was able to mediate the effect of the variables of socio-economic conditions and awareness as a caliph on the environmental behavior, but was not able to mediate the relationship of the effect of the variable of environmental education course on the environmental behavior.

Keywords: environmental behavior; environmental education course; socio-economic condition; awareness as the chaliph; responsibility feeling.

JEL Classification: Q56; D83; A13; Y92; M14.

Introduction

Based on Figure 1, it shows that natural disasters that occurred in Indonesia experienced a tremendous increase. As a result of environmental damage, humans will be exposed to emotional disorders, become easier, and tend to act aggressively as a result of mental fatigue (Kuo and Sullivan 2001). To reduce the more dangerous impacts on humans, humans as actors who contribute to environmental destruction must improve environmental

awareness. The factors that influence environmental behavior are environmental education. Through environmental education, students are directed to have a positive attitude, take responsibility, and participate in environmental protection and conservation (Charoensilpa *et al.* 2012). The cognitive and affective domains are needed to be integrated into the education curriculum to be able to inform environmental education, so that a sense of relationship between students and the environment is created and ultimately raises caring and environmental responsibility (Littledyke 2008). According to the teachings of Islam, humans are created on earth as caliphs and served to preserve nature. The human attitude in realizing itself as a caliph on the earth is predicted to be one of the forms of human concern for the environment (Harahap 2015). If humans have an awareness of their duties as representatives of Allah SWT, they should have an extraordinary awareness to always take actions that do not damage nature. Another aspect that plays a role in shaping the soul of students' concern in maintaining the environment is responsibility feeling (Kaiser, Wolfing and Fuhrer 1999). Research on the effect of responsibility feeling towards one's pro-environmental behavior still produces diverse findings, so that this variable may have an indirect effect on the environmental behavior.





1. Literature Review

Studies on environmental behavior have long been carried out, starting in 1970 and producing various research results. A number of studies have tried to examine the factors that affect environmental behavior. Steg and Vlek (2009) stated that there are three lines of research that focus on individual motivation in environmental behavior, namely perceived costs and benefits, moral and normative problems, and their effects. Human behavior depends not only on motivational factors, many contextual factors that influence environmental behavior and influence individual motivation (Thøgersen 2005). It is important to not only consider intra-personal factors such as attitudes, norms and habits, but also must consider the infrastructure, technical facilities, product availability, and product characteristics (Steg and Vlek 2009). Abrahamse, Steg (Abrahamse *et al.* 2005) stated that new knowledge produces a change in attitude, which in turn affects behavior. This is in line with the results of the study of Cottrell (2003) who found that verbal commitment and knowledge about the environment had a positive effect on the environmental behavior, while environmental concern had no effect.

Through environmental education, students are directed to have a positive attitude, take responsibility, and participate in environmental protection and conservation (Charoensilpa *et al.* 2012, Latif *et al.* 2013). As a conservation campus, Semarang State University has a vision and mission to create a generation of people who are friendly to the environment. One way to do that is by entering conservation education courses into the curriculum. The aim of the conservation course is for students to have a spirit of conservation so that they are aware and care about the environment both when they are in the campus environment, the community, and later in the work environment. The cognitive and affective domains are needed to be integrated into the education curriculum to be able to inform environmental education, so that a sense of relationship between students and the environment is created and ultimately raises caring and environmental responsibility (Littledyke 2008). Jensen (2002) stated that knowledge does not necessarily affect behavior change because the knowledge taught in schools is not action-oriented, and environmental education in schools only focuses on student graduation so students cannot internalize the knowledge they have acquired.

Another reason that affects a person's behavior is socio-economic conditions. With a sufficient economic background, one can buy all electronic equipment that is environmentally friendly and has the ability to consume organic food. A study of Akil, Foziah (2015) found that the socio-economic conditions of the people in Malaysia had a positive effect on people's habits in carrying out recycling activities. The results of this study are different from the findings of Brooks (2010) which stated that a person's economic condition is not always related to positive economic behavior. This is in line with the study of Laidley (2011), Angkasa Wazir (2017) that socio-economic conditions did not affect the environmental behavior, policy makers must focus more on cultural factors to encourage behavior change. The results of these studies are different from the findings of Mayer and Smith (2016) that people who experienced economic difficulties (such as losing their jobs) had a positive effect to care more about climate change, and care more about preserving the environment.

Another factor that is still rarely studied is the factor of religiosity. Confidence in any form of religion always teaches its followers to always preserve nature. The indicators used in this study and also different from previous studies are reviewed in terms of the teachings of Islam where in Islamic teachings, humans are believed to be created in the world as caliphs in charge of managing and protecting nature. Human attitudes in realizing themselves as caliphs on the earth are predicted as one of human concern for the environment (2015). This is different from the results of other studies, Yang and Huang (2018) conducted research in Chinese society and found that religious beliefs had a negative effect on the behavior of the private environment but had a positive effect on the public environment. This is in line with Shinde (2011) that social groups on the Vrindavan site in India were easily aware of environmental impacts but were powerless to show concern for the environment because they were involved in economic cultural rituals framed by myths, religious ideology, and ritual practices. Hope and Jones (2014) found that Muslim and Christian religious groups had relatively low perceptions of urgency for environmental problems, especially climate change, both groups believed in the afterlife and believed that what happened in the world was due to divine intervention. Another study that suggests that religion has no influence on environmental performance is the study of Chuvieco, Burgui (2016), in areas with Christianity having better environmental indicators than areas dominated by traditions of other religions. Religious practice has only a few explanatory powers on environmental performance in each religion.

Another aspect that plays a role in shaping the soul of student care in maintaining the environment is the responsibility feeling (Kaiser, Wolfing and Fuhrer 1999). Responsibility feeling is defined as the feeling of having an obligation regarding certain conditions and feeling responsible for all the consequences arising from his behavior (Kaiser, Wolfing and Fuhrer 1999). K, Saliha (2017) found that the ecological behavior of adults was strongly influenced by feelings of personal responsibility and environmental awareness. Students who are open-minded and more mature have open personality with new experiences, and a high awareness in being involved in environmental initiative activities (Ojedokun 2018). Responsibility feeling is still rarely studied in the field of environmental behavior, even though responsibility determines whether someone is willing or not to do certain things (Za 2015). In this study, responsibility feeling is predicted to be able to affect the relationship of variables of environmental knowledge, socio-economic conditions, and awareness of Muslims as caliphs on earth towards environmental behavior. Humans who have good knowledge of the environment, have well-established socio-economic conditions, and have adherence to good religious teachings will not have good behavior towards the environment without the awareness that the damage that occurs in the environment is a result of human behavior itself.

2. Methodology

This study is a quantitative research using primary data with the help of a questionnaire. The object of the research was all students of 2016 accounting education. The reason for taking the object of research was because the 2016 class students had finished taking the subject of Environmental Education. The sample of this study is the entire study population. The dependent variable is the environmental behavior; the independent variable is mastery of the environmental education course, socio-economic conditions, and awareness as the caliph on earth while the mediating variable in this study is responsibility feeling. Measurement of all variables in this study used a questionnaire with a Likert scale with five intervals. Variable environmental behavior used a questionnaire that was developed by Kaiser, Wolfing and Fuhrer (1999). The indicators used energy conservation, mobility and transportation, waste avoidance, consumerism, recycling, vicarious, social behaviors toward conservation. Measurement of all independent variables used a questionnaire developed by the researcher based on various existing literature. The measurement of variable responsibility feeling adapted the measurement tools developed by Kaiser, Wolfing (1999) with three dimensions of measurement, namely

responsibility feeling, feeling guilty, and responsibility judgment. The analysis tool used Structural Equation Modelling (SEM) and Sobel Test.

3. Experiments

The Goodness of Fit test is used as a pre-requisite test to be able to answer the hypothesis of the problem in this study. Based on the results of testing the Goodness of Fit in Table 1, it can be seen that the fit model is very good. This situation can be said that there is no significant difference between theoretical models developed with research data. It can even be said that the model has a good suitability. After the proposed model has passed the Goodness of Fit test, the formulation of the problems contained in the study can be answered.

No	Goodness of Fit Index	Coefisien Value	Cut-Off Value	Explantion
1	CMIN/DF	1.463	< 2.00	Fit
2	Probability	0.054	< 0.05	Fit
3	GFI	0.908	≥ 0.90	Fit
4	TLI	0.909	≥ 0.90	Fit
5	CFI	0.943	≥ 0.90	Fit
6	IFI	0.905	≥ 0.90	Fit
7	RMSEA	0.079	≤ 0.08	Fit
8	ECVI	Default = 1.283	Default < Saturated	Fit
		Saturated = 1.486		
9	AIC	Default = 94.954	Default < Saturated	Fit
		Saturated = 110.000		

Table 1. Results of Goodness of Fit Tes

Source: Primary Data Processed, 2018

The column of probability (P) in the Regression Weights Table (Table 2) shows the results of testing hypotheses that are specifically proposed to see the direct effect. A hypothesis will be said proven to be accepted if the probability value on the regression weights table is smaller than 0.05. Based on Table 2, it can be seen that there are only two hypotheses that can be accepted, namely the direct effect of the socio-economic condition variable on responsibility feeling, and the direct effect of the responsibility feeling variable on the environmental behavior whereas the testing of indirect effects can be seen in the results of the Sobel Test. The following will explain the results of the research and discussion for each hypothesis.

Regression Weights: (Group number 1 - Default model)							
			Estimate	S.E.	C.R.	Р	
RF	<	EE	0,243	0,135	1,802	0,072	
RF	<	SE	0,242	0,097	2,489	0,013	
EB	<	SE	-0,016	0,070	-0,225	0,822	
EB	<	EE	0,123	0,094	1,314	0,189	
RF	<	AC	0,142	0,094	1,516	0,129	
EB	<	AC	-0,119	0,071	-1,686	0,092	
EB	<	RF	0,534	0,198	2,697	0,007	

Table 2. Result of Hypothesis Testing

Source: Primary Data Processed, 2018

2.1 The Efect of the Environmental Education Course on the Environmental Behavior

Based on the hypothesis testing table (Table 2), it is known that the efect of the Environmental Education Course on the environmental behavior which is the first hypothesis in this study got the probability value of 0.189 > 0.05 which means that the first hypothesis is rejected. This indicates that the Environmental Education Course has no effect on environmental behavior. The various materials provided during the lecture are not necessarily able to change students to be able to behave kindly towards the environment. Completion of the Environmental Education course is merely a condition for fulfilling the number of credits in the curriculum, because the Environmental Education course is a compulsory subject that students must take at UNNES. The results of this study are in line with the results of research by Beni, Arjana (2014) which stated that knowledge of environmentally friendly behavior that was owned by a person does not necessarily indicate that the person will be concerned about the environment. Students are only within the limits of knowing the importance of preserving

the environment, but have not yet reached the habitual level to behave in an environmentally sustainable manner. By studying various problems about the environment, how to behave well on the environment, it does not necessarily change student behavior towards the environment. This is different from the statement of Yilmaz, Yanardağ (2004) who found that life experiences and education greatly influenced student behavior. The results of this study are also different from the statements of Sengupta, Das (2010) which stated that environmental education must utilize various approaches, especially in teaching and learning activities with an emphasis on practical activities and direct experience. It is through this process of education that people can be sensitive to environmental problems. Based on this opinion, it is very possible that the environmental education will not influence the environmental behavior because students only get theoretical courses without getting reinforcement in the form of practical courses.

2.2 The Effect of Socio-Economic Conditions on the Environmental Behavior

The results of testing the effect of socio-economic conditions on the environmental behavior got the probability value of 0.822 > 0.05, which means that socio-economic conditions do not affect the environmental behavior. Based on the results of the descriptive analysis it is known that the family socio-economic conditions related to environmental facilities of accounting education students are quite high. On average, each family already has adequate hygiene facilities, adequate landfills, and students are accustomed to living orderly. The results of the study show that there is no effect of socio-economic conditions on environmentally friendly behavior because behavior is an action obtained from various life experiences, so that the facilities provided by the family cannot directly affect student behavior. This finding is contrary to the results of the study of Beni, Arjana (2014) who found that families with high economic backgrounds. Kollmuss and Agyeman (2002) stated that students are in the position of those who have high needs for the lecture process and do not have independent income. While some behaviors that show the existence of an environmental behavior must cost much, for example choosing organic food, using shopping bags that are not from plastic, using renewable energy sources. Such demands encourage students not to behave kindly towards the environment.

2.3 The Effect of the Awareness as the Caliph on Earth on Environmental Behavior

The results of the study showed that awareness as a caliph on earth has no effect on environmental behavior. This is evidenced by a higher probability value of 0.05. Accounting education students who are the samples in this study are students with a background in Islam. And consciously students believe that humans are created on this earth to manage nature and become leaders in the world. The leader in this case is not being a leader of an institution but including being a leader for himself. Students who have strong religious beliefs should be able to carry out the mandate given by Allah SWT. However, the results of this study indicate that awareness as a caliph does not affect student behavior in managing the environment. This is due to the greedy factors of human beings who are only concerned with personal matters even though they have to sacrifice existing natural resources. Ajzen (1991) stated that among the various beliefs that will ultimately determine certain intentions and behaviors are beliefs about whether or not opportunities and resources are needed. When humans are faced with an obsession to get existence or the needs, they will tend to override religion rather than logical reasoning which according to human reason, it is true.

2.4 The Effect of Responsibility Feeling on Environmental Behavior

The fourth hypothesis in this study is that there is an effect of responsibility feeling on environmental behavior. The results obtained in the calculation show that the probability value of 0.007 < 0.05, this proves that responsibility feeling has a positive and significant direct effect on environmental behavior. The responsibility feeling in this research is a responsibility feeling for environmental sustainability. Based on the results of the study it is known that responsibility feeling has a positive and significant effect on the environmental behavior. The higher the feeling of responsibility and the feeling of regret when environmental damage occurs will further enhance friendly behavior towards the environment. Based on the results of the descriptive analysis it is known that accounting education students have a tendency to feel sad, embarrassed, and feel guilty when taking actions that harm the environment in which students live. Even though it is in a sufficient category, the feeling of being responsible for the environment can improve the behavior of students to always take positive actions to maintain the sustainability of nature, and avoid negative activities that can harm the environment. The results of this study are in line with the results of Kollmuss and Agyeman (2002), Gifford and Nilsson (2014) who found that one of the factors that influenced environmental friendly behavior was the feeling of being environmentally responsible.

Students as the smart generation of the nation's successors, whose lives cannot be separated from nature, have the main obligation to continue to preserve the environment. All economic wheels are very dependent on nature, so it has become a necessity to behave in a friendly manner towards the environment, maintain personal hygiene and the environment, and maintain the scarcity of natural resources so that they can be enjoyed later in the future. Feelings of belonging, feeling responsible for the environment, must always be owned by students.

2.5 The Effect of Environmental Education Course on Responsibility Feeling

The effect of environmental education course on responsibility feeling is the fifth hypothesis which has a probability value of 0.072 where the number exceeds the limit of errors that can be tolerated. Thus it can be concluded that the fifth hypothesis in this study is rejected. The addition of environmental education course in the UNNES curriculum is one of the steps taken by the university leadership to be able to achieve UNNES's vision of becoming an internationally reputed university and having a conservation perspective. And the environmental education course is one of the courses that are predicted to be a university character course. The aim of this course is to equip students to become people who always keep, preserve, and protect the environment from extinction. Besides that through the environmental education course, students are expected to have a superior character that has concern for the community, especially having the character of responsibility for all actions taken. The results of this study indicate that taking environmental education course does not directly affect responsibility feeling. Various knowledge obtained about the importance of the environment. Students who are at the age of self-seeking prefer to take the desired actions to remain acceptable in their social community even though the actions are very detrimental and endanger the sustainability of the environment.

2.6 The Effect of the Socio-Economic Conditions on Responsibility Feeling

The results of the study show that there is a positive and significant effect between the socio-economic conditions on responsibility feeling. This means that the higher the socio-economic conditions of students, the higher the responsible feeling for the environment. The higher the ability of students from an economic perspective to be able to preserve the environment, the students will have a strong responsibility feeling to take actions that have a positive effect on the environment. Based on the results of the descriptive analysis, it shows that the indicator of the variable responsibility feeling that has the highest percentage is feeling guilty. Feeling guilty is a feeling of guilt when doing bad actions and damaging the environment. The presence of guilt can lead to responsibility feeling for the environment, and in the end students will reduce actions that damage the environment. This is like Coulter and Pinto (1995) statement which stated that the effect of guilt on someone can be a great motivator of behavior for that person. High socio-economic conditions cannot be separated from the role of parents who have high income and education. Someone who has a higher education has a tendency to live clean and orderly even though the majority in everyday life is assisted by household assistants. On the other hand students who come from parents with high economic conditions, are accustomed to consuming organic food ingredients, are able to buy food that has environmentally friendly packaging so that the habits inculcated from childhood by the family will further increase the responsibility feeling in students.

2.7 The Effect of the Awareness as the Caliph on Earth on Responsibility Feeling

Belief in mankind created on earth as a caliph for all nature should be able to increase responsibility feeling to always preserve the environment. The results of this study contradicted this statement which showed that awareness of its function as a leader on earth does not necessarily increase the responsibility feeling within students. The fifth semester accounting education students are generation Z students who live in a world full of scientific elements and easy access to technology. The teaching of religion becomes a belief that is sometimes defeated by the demand of scientific logic. Although students are quite confident and realize their important role on earth, they cannot directly increase their responsibility feeling towards the environment. Soim (2014) stated that basically people believe in the presence of God in life, evidenced by each time given a test in the form of disasters, illness, failure, humans will always remember God. Before the rise of technological developments, religion played a major role in many aspects of life, one of which was in relation to the environment. But slowly but surely the role of religion began to be distorted in people's lives in the era of the industrial revolution. Scientific logic takes over the role of religion in consideration of decision making. Students have a tendency to feel responsible for actions that are logically considered right, even though they are contrary to their duties as caliphs on earth. The following is a picture of the structural equation model of this study which was obtained with the help of AMOS v.22 analysis tool.



Figure 2. Structural Equation Model

Source: Primary Data Processed, 2018

The result of the next test is to examine the indirect effect of the dependent variable with the independent variable through mediating variables tested using sobel. The sobel test is used to be able to answer hypotheses which contain elements of an indirect effect relationship. This can occur because it is assumed that exogenous variables have a relationship of influence on endogenous variables through mediating variables. The sobel test was used to test the mediating role of the variable of responsibility feeling towards the relationship of variables of environmental education, socio-economic conditions, and awareness as caliphs on earth with the variable environmental behavior. The sobel test results showed responsibility feeling was capable of mediating the relationship of the effect of socio-economic condition and awareness as caliphs on earth to the environmental behavior. However, it failed to mediate the relationship of environmental education variable to the environmental behavior.

2.8 The Effect of the Environmental Education Course on Environmental Behavior through Responsibility Feeling

Based on Table 3, it is known that the p-value of 0.05007651 is greater than the determined p-value, which is 0.05, which indicates no significant effect. Furthermore, the value of t-count is 1.9593 and the value of ttable with a significance level of 5% and df of 75 is 1.9921. This indicates that t-count is smaller than t-table. Then it can be said that there is no significant indirect effect from the environmental education course on environmental behavior through responsibility feeling. These results indicate that responsibility feeling cannot mediate the influence of the environmental education course on environmental behavior. Thus the eighth hypothesis in this study was rejected. Based on the results of hypothesis testing (sobel test), the indirect effects indicated that responsibility feeling is not able to influence the relationship of effect between the variable of environmental education course on the environmental behavior. The various stimuli given during the lecture were not able to form students' responsibility feeling which could create friendly behavior towards the environment. Following the environmental education course is only a form of obligation to be able to complete undergraduate courses, so that it does not have any psychological impact on students. Responsibility feeling that does not arise after participating in lectures, causing students to be indifferent, not caring about the environment. This is supported by the results of descriptive analysis which shows that all indicators for the environmental behavior variable are in sufficient categories, thus accounting education students do not have good behavior towards the environment. Although all indicators, vicarious indicators, social behaviors toward conservation show the highest percentage, the high indicator is only a manifestation of the need for existence in association. Students will feel more prominent than other friends in their social environment if the student is seen as active in environmental organizations or study groups.

Input		Test Statistic		P- Value	
А	0,299	Sobel Test	1,9593	One-tailed Probability	0,0250
В	0,832			Two-tiled Probability	0,0500
SEA	0,135				
SEB	0,198				

Table 3. The Result of Sobel Test of the Eight Hipotesis

Source: Primary Data Processed, 2018

2.9 The Effect of Socio-Economic Conditions on the Environmental Behavior through Responsibility Feeling

Testing the ninth hypothesis is the effect of socio-economic conditions on the environmental behavior through responsibility feeling. The magnitude of the coefficient value of socio-economic conditions for responsibility feeling is 0.359 with a standard error of 0.097. While the magnitude of the coefficient value of the influence of responsibility feeling on environmental behavior is 0.832 with a standard error of 0.198. Based on Table 4, it is known that the p-value of 0.00548046 is smaller than the specified p-value, which is 0.05, which indicates a significant effect. Furthermore, the value of t-count is 2.7773 and the value of t-table with a significance level of 5% and df of 75 is 1.9921. This indicates that t-count is greater than t-table. Then it can be said that there are significant indirect effects of socio-economic conditions on environmental behavior through responsibility feeling. These results indicate that responsibility feeling can mediate the influence of socioeconomic conditions on environmental behavior significantly. Thus the ninth hypothesis is accepted. The socioeconomic conditions do not have a direct influence on the environmental behavior, but the results of the study show that socio-economic conditions have an indirect effect on the environmental behavior. Based on the results of the study it can be concluded that responsibility feeling can mediate part of the influence of variable X on variable Y. The high socio-economic conditions of accounting education students without a high responsibility feeling will not be able to improve friendly behavior towards the environment. Behavior that reflects the existence of environmental behavior is not an easy and inexpensive behavior to implement, it requires quite a lot of funds, a high level of creativity, and extraordinary commitment. Thus if without responsibility feeling that is ingrained in students, then the availability of facilities, adequate funds will not be able to change the behavior of students into a generation that always cares about the environment.

Input		Test Statistic		P- Value	
А	0,359	Sobel Test	2,7773	One-tailed Probability	0,027
В	0,832			Two-tiled Probability	0,005
SEA	0,097				
SEB	0,198				

Table 4. The Result of Sobel Test of the Ninth Hipote	sis
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Source: Primary Data Processed, 2018

2.10 The Effect of Awareness as a Caliph on the Environmental Behavior through Responsibility Feeling

The last test is the effect of awareness as a caliph on the environmental behavior through responsibility feeling. The magnitude of the coefficient of awareness as a caliph for the responsibility feeling is 0.221 with a standard error of 0.094. While the magnitude of the coefficient value of the effect of responsibility feeling on environmental behavior is 0.832 with a standard error of 0.198. Based on Table 5, it is known that the p-value of 0.04019420 is smaller than the specified p-value, which is 0.05 which indicates a significant effect. Then the value of t-count is 2.7051747 and the value of t-table with a significance level of 5% and df of 75 is 1.9921. This indicates that the t-count is greater than the t-table value. Then it can be said that there is a significant indirect effect of awareness as a caliph on the environmental behavior through responsibility feeling. These results indicate that responsibility feeling can mediate the effect of awareness as a caliph on the environmental behavior significantly. Thus based on the test results it is known that the tenth hypothesis is accepted. The results of the sobel test (Table 5) show that responsibility feeling is able to mediate the effect of awareness as a caliph on the environmental behavior. When compared with the direct effect that does not have any effect, the results of this study prove that the nature of the mediating variable is full mediation. A sense of belief and awareness of religious teachings can affect human behavior through responsibility feeling. Although students have a strong belief in the teachings of religion that humans are created on earth to preserve nature, they will not

do anything that has a positive impact on the environment if students do not have responsibility feeling; guilt that all actions will have positive and negative impacts on environment. Students who were sampled in this study were the young generation born in the 2000s or better known as generation Z. Based on the results of a survey by the Varkey Foundation in 2017 stating that generation Z was born in a world under conditions of government authority and religious dogma without power fully to control the mind, because it opens access to information and knowledge that is very fast and easy. Generation Z will prefer openness, equality, freedom of expression, creation or opinion. Students will tend to be indifferent in behaving, regardless of the impact on the environment. Without feeling embarrassed, feeling guilty about the negative actions will seriously endanger the sustainability of the environment.

Input		Test Statistic		P- Value	
Α	0,221	Sobel Test	2,0517	One-tailed Probability	0,020
В	0,832			Two-tiled Probability	0,040
SEA	0,094				
SEB	0,198				

Table 5. The Result of Sobel Test of the Tenth hipotesis	Table 5.	The Result	of Sobel	Test of the	Tenth H	lipotesis
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Source: Primary Data Processed, 2018

Conclusion

The variables of mastery of environmental education course, socio-economic conditions, and awareness as caliphs on earth have no direct effect on the environmental behavior. Responsibility feeling has a direct and significant effect on the environmental behavior. The variables of environmental education course and awareness as caliphs on earth have no effect, while the variable of socio-economic conditions has direct effect on the responsibility feeling. For the testing of the indirect effect, responsibility feeling is not able to mediate the relationship of effect between the variable of environmental education course on the environmental behavior. However, responsibility feeling is able to mediate the relationship of effect between the variables of socio-economic conditions and awareness as caliphs on earth on the environmental behavior. Suggestions for further research are the use of independent variables derived from contextual factors such as government policy on the environmental responsibility variables as intermediary variables.

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