Heritage: Journal Of Social Studies, Vol. 7, No. 1 (2026)
DOI: 10.35719/hrtg.v7i1.226

Internalizing Environmental Values in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi

Novi So'imatul Fadilah[1], Rachma Dini Fitria[2], Nasobi Niki Suma[3], Daudi Richard Malusu[4]*
[1,2]Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia
[3]Geography Education Study Program, Departement of Geography, Faculty of Social Science, State University of Malang, Indonesia
[4]Department of geography, St. John's University of Tanzania, Tanzania

**Corresponding Author (e-mail: rachmadinifitria33@gmail.com)*

Article History: Submitted: June 2, 2026; Revised: June 29, 2026; Published online: June 30, 2026

Abstract
SMPN 2 Genteng continues to strive to maintain and develop a culture of environmental awareness through policies, activities, and educational innovations. One concrete manifestation of this commitment is the implementation of the Rumah Sampah Program, a school program designed to instill values of environmental awareness directly through integrated waste management activities that are, in practice, linked to classroom learning, particularly in social studies. The purpose of this study is to describe the processes of transformation, transaction, and trans-internalization of environmental care values in Social Studies learning through the Rumah Sampah Program at SMPN 2 Genteng in Banyuwangi. This study is a qualitative study of a descriptive nature. Data collection techniques included observation, interviews, and documentation. This study concludes that 1) During the value transformation stage, knowledge is transferred to students verbally, and the values conveyed are limited to the students' cognitive domain, thereby beginning to build their cognitive understanding; 2) The value transaction stage is characterized by two-way communication between educators and students. Teachers also model environmentally conscious behavior, which students then emulate through concrete actions of environmental care by directly participating in waste processing at the waste management site. 3) The trans-internalization stage at SMPN 2 Genteng is proceeding very well, as evidenced by students' environmentally conscious attitudes not only at school but also as a habit they practice at home.

Keywords: Value Internalization, Environmental Awareness, Social Studies Education.

Abstrak
Abstrak
SMPN 2 Genteng terus berupaya mempertahankan dan mengembangkan budaya peduli lingkungan melalui kebijakan, kegiatan, maupun inovasi pembelajaran. Salah satu wujud konkret dari komitmen tersebut adalah pelaksanaan Program Rumah Sampah, yaitu sebuah program sekolah yang dirancang untuk menanamkan nilai-nilai kepedulian lingkungan secara langsung melalui aktivitas pengelolaan sampah terpadu yang dalam prakteknya dikaitkan dengan pembelajaran di kelas, salah satunya pembelajaran IPS. Tujuan penelitian ini adalah umtuk mendeskripsikan proses transformasi, transaksi, dan trans – internalisasi nilai peduli lingkungan dalam pembelajaran IPS melalui program rumah sampah di SMPN 2 Genteng Banyuwangi. Penelitian ini merupakan penelitian kualitatif dengan jenis penelitian deskriptif. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Penelitian ini sampai pada simpulan bahwa 1) Pada tahap transformasi nilai, terjadi pemindahan pengetahuan kepada peserta didik secara verbal dan nilai yang disampaikan hanya sebatas ranah kognitif peserta didik., sehingga kognitif peserta didik mulai terbangun 2) Tahap transasksi nilai ditandai dengan adanya komunikasi 2 arah antara pendidik dan peserta didik. Guru mencontohkan perilaku peduli lingkungan yang kemudian di ikuti oleh peserta didik melalui aksi nyata kepedulian lingkungan dengan terjun langsung untuk mengolah sampah di rumah sampah. 3) Tahap trans – internalisasi di SMPN2 Genteng sudah berjalan dengan sangat baik, hal ini ditandai dengan sikap peserta didik yang peduli terhadap lingkungan, tidak hanya di sekolah, namun sudah menjadi kebiasaan ketika peserta didik sudah berada di rumah.

Kata kunci: Internalisasi nilai, Peduli Lingkungan, Pembelajaran IPS.

The work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

Introduction

Environmental issues, both in Indonesia and around the world, are becoming increasingly serious and require a sustainable approach. The public's low level of concern for the environment remains a major problem. Data from the 2017 Susenas Social Resilience Module shows that Indonesia's environmental indifference index stands at 0.51, meaning that more than half of households in Indonesia do not yet exhibit environmentally conscious behavior (BPS, 2018). This situation indicates that efforts to raise environmental awareness and promote environmentally responsible behavior must be targeted, particularly through education. This is reinforced by Law No. 32 of 2009 on Environmental Protection and Management, which emphasizes the importance of humanity's role in preserving the environment. From an Islamic perspective, environmental concern is also addressed in the Qur'an, Surah Al-A'raf, verse 56, which prohibits humans from causing destruction on Earth after Allah has restored it. The prohibition against damaging the Earth also implies that humans are commanded to care for and protect it (Husna & Sarjan, 2024). An environmentally conscious mindset is an essential trait that every individual should possess, as humans play a strategic role in maintaining the sustainability and balance of ecosystems. An environmentally conscious attitude must be reflected in concrete actions such as keeping the environment clean, reducing pollution, and participating in environmental conservation efforts (Baro'ah & Qonita, 2020). Therefore, we must foster an awareness that humans must live in harmony with the environment; we must not only benefit from it but also protect and preserve it.

An environmentally conscious attitude must certainly be applied in daily life, especially within the school setting. This attitude can be instilled through school-based learning, particularly in social studies classes. Social studies is an integration of various social science disciplines including sociology, geography, economics, history, anthropology, philosophy, and psychology that are systematically organized for educational purposes (Musyarofah et.al, 2021). Another view holds that social studies is a simplified version of various social sciences designed to be studied by students from elementary through high school (Febriani, 2021). In the context of social studies education, this effort is relevant because social studies serves to develop students' understanding, attitudes, and social skills so that they can act as responsible citizens (Ekaprasetya, 2022).

In the process of shaping students' character, instilling values is not sufficient through the mere transmission of knowledge; it requires a process of internalization. Etymologically, internalization is understood as a process or series of actions aimed at making something an integral part of an individual (Nurkholis et.al 2023). From a sociological perspective, internalization is the process by which an individual learns and absorbs the norms, values, and beliefs prevalent in society until they ultimately become part of their personality (Hodriani, 2023). From a psychological perspective, according to James P. Chaplin, internalization is a process of integrating or unifying attitudes, behavioral standards, and opinions into a person's personality (Silitonga, 2025). In social construction theory, according to Petter L. Berger and Thomas Luckmann, society can be viewed as a process that proceeds through three key stages: externalization, objectification, and internalization (Wirawan, 2012).

The process of internalization itself occurs in stages: the stage of value transformation, the stage of value exchange, and the stage of trans-internalization of values (Hakam & Nurdin, 2016). This is in line with Herlambang, who states that the internalization process is divided into three stages: the value transformation stage, in which educators introduce both positive and negative values to students. The second stage, the value transaction stage, is a stage that takes place through two-way communication between the teacher and the students. And the final stage is the trans-internalization of values, which is the stage when values have been internalized and become part of the students' consciousness, reflected in their daily lives (Herlambang, 2021).

SMP Negeri 2 Genteng is an educational institution that plays a strategic role in fostering an environmentally conscious mindset among junior high school students. This school is the only junior high school in Banyuwangi Regency to have earned the title of Adiwiyata Mandiri School, a national award given to schools that demonstrate a strong commitment to creating an ecologically conscious learning environment. This achievement not only demonstrates the school's success in meeting the Adiwiyata assessment criteria but also reflects a school culture that consistently integrates environmental issues as an integral part of the educational process. As a school that has received the highest award in the Adiwiyata program, SMPN 2 Genteng continues to strive to maintain and develop a culture of environmental care through policies, activities, and learning innovations. One concrete manifestation of this commitment is the implementation of the Rumah Sampah Program, This is a school program designed to instill environmental values directly through integrated waste management activities. The program not only serves as a vehicle for fostering eco-friendly behaviors but also as an educational tool that enables students to understand environmental concepts through real-world experiences. Furthermore, this program is part of the school's strategy to integrate environmental values into the learning process across various subjects, particularly those related to social life such as Social Studies. Through these hands-on experiences, students are not only guided to understand environmental concepts theoretically but are also encouraged to demonstrate environmentally conscious behavior in their daily lives.

Although the Rumah Sampaht Program has become one of the flagship environmental programs at Genteng Public Junior High School No. 2, the existence of this program does not automatically guarantee that environmental values have been fully internalized by all students. This program is conducted regularly every thursday as part of the school's environmental education activities. In the 2025/2026 school year, SMPN 2 Genteng had 837 students, while 54 students from grades 7, 8, and 9 were appointed as environmental leaders who actively manage the Waste Management Program. These environmental leaders are tasked with coordinating waste sorting activities, collecting recyclable waste, and encouraging other students to adopt environmentally conscious behaviors. Although the program has been implemented consistently and supported by environmental cadres who serve as activity leaders, the values fostered through the program have not necessarily been internalized uniformly among all students, as environmentally conscious behavior has not yet been consistently demonstrated by the entire school community. Therefore, it is important to examine how the "Rumah Sampah" program functions not only as an environmental management program but also as a medium for internalizing environmental values through social studies education. This research is necessary to determine the extent to which students' involvement in the program can foster environmental awareness and behavior in their daily lives.

The efforts undertaken by SMPN 2 Genteng through the Rumah Sampah Program are in line with the demands of 21st-century education, which focuses not only on the acquisition of knowledge but also on character development and life skills. In this context, environmental awareness is one of the key character traits that must be cultivated in students, given the growing environmental challenges at both the local and global levels (Angga *et.al,* 2022). This program serves as a vital resource for schools in creating a learning environment that fosters students' environmental awareness on an ongoing basis.

Regarding the internalization of environmental awareness values in social studies education through the "Rumah Sampah" program, the author conducted observations at SMP Negeri 2 Genteng in Banyuwangi. According to initial observations on November 13, 2025, the researcher noted that some students still lacked concern for the environment; some students were still found littering, even after being reprimanded by teachers. On another occasion, the author also interviewed Mr. Arif Wiyono, S.Pd., the Principal of SMPN 2 Genteng in Banyuwangi Regency, and Mr. Iqbal Habibi, S.Pd., a social studies teacher at SMPN 2 Genteng. The results of the researcher's interviews indicate that there are still some students who lack concern for the environment; this occurs because they are not yet accustomed to the Adiwiyata environment and are in the transitional period from elementary school to junior high school, which necessitates further adaptation and guidance.

Previous research conducted by Wahyudin Noor and Ratna Damayanti in 2022, with the journal article titled "*Menginternalisasikan Nilai Peduli Lingkungan Melalui Pembelajaran Pendidikan Agama Islam di SD Sekolah Alam Kacang Pedang Pangkalpinang"* (Noor & Damayanti, 2022). Demonstrated that environmental values can be effectively internalized through Islamic Religious Education (PAI) by integrating environmental themes into the curriculum, teaching methods, and school culture. Another study conducted by Anisa Miftakhur Rokhmah in 2020 in a thesis titled *"Internalisasi Sikap Peduli Lingkungan Dalam Kegiatan Pembelajaran PAI di SMPN 1 Karangmoncol".* Found that an attitude of environmental concern was successfully instilled through Islamic Religious Education and various environmental activities at school, in which teachers linked the learning material to the practice of environmental concern in students' daily lives (Rokhmah, 2020).

Although these studies have made important contributions, there are still several research gaps that require attention. First, previous research has largely focused on the subject of Islamic Religious Education, whereas studies on Social Studies which specifically aim to foster responsible citizens with social concern for the environment remain very limited. Second, previous research has emphasized curriculum integration and school culture but has not comprehensively examined how values of environmental concern are internalized through the stages of value transformation, value transaction, and trans-internalization in the classroom learning process. Third, the potential of school-based environmental programs particularly the "Rumah Sampah" Program as a medium for experiential learning to internalize values of environmental concern in Social Studies instruction has rarely been studied.

To address this gap, this study examines the process of internalizing environmental values in social studies education through the "Rumah Sampah" Program at SMP Negeri 2 Genteng, a school that has been awarded the Adiwiyata Mandiri designation. Unlike previous studies, this research comprehensively analyzes the process of value internalization encompassing the stages of value transformation, value transaction, and trans-internalization while also examining how this experience-based environmental program supports the development of students' environmentally conscious attitudes in social studies learning. By integrating the theory of value internalization, social studies education, and school-based environmental education practices into a single analytical framework, this study provides a more comprehensive understanding of character education focused on environmental care and offers a new contribution to the development of environmental education and social studies learning research.

Literature review

Previous studies have consistently shown that environmental awareness can be fostered through various educational approaches and learning environments. In the context of classroom learning, values of environmental concern have been successfully internalized through Social Studies (Ridho, 2020) *and Islamic Religious Education* (Noor & Damayanti, 2022)*, indicating that formal education plays a crucial role in shaping students' environmental responsibility. Beyond classroom learning, several studies highlight the importance of school culture and institutional support, such as the implementation of the Ecopesantren concept* (Aulia *et.al* 2020)*, environmentally oriented school management* (Efendi, 2020)*, and character education programs integrated with environmental education* (Panggabean et.al, 2023)*. Similarly, experiential learning activities conducted outside the classroom have been shown to enhance students' environmental awareness through direct involvement, real-world experiences, and sustained practice* (Ulfah et.al , 2023). *Furthermore,* (Afriana & Hidayat*,* 2022) *emphasize that the integration of religious values, consistent role modeling by teachers, and parental support play a crucial role in shaping students' character and environmental awareness. Overall, these studies indicate that the successful internalization of environmental values depends on the integration of meaningful learning experiences, sustained practice, teachers' role modeling, school culture, and students' active participation.*

Although these studies consistently report positive results, most still examine these various approaches separately and in different educational contexts. Most studies focus on Islamic Religious Education, character education, religious values, or out-of-class activities, whereas the potential of Social Studies as a means to systematically internalize environmental values has not yet been extensively examined. Furthermore, previous studies have paid limited attention to a comprehensive analysis of the value internalization process which includes value transformation, value transactions, and trans-internalization—through structured school-based environmental programs. Previous research has also tended to emphasize the effectiveness of environmental education programs without explaining how these stages of value internalization occur during the classroom learning process. Therefore, this study builds upon previous research by integrating the theory of value internalization and the experiential learning approach through the "Rumah Sampah" (Waste House) Program in social studies instruction at schools designated as Adiwiyata Mandiri. This integrated approach provides a more comprehensive understanding of how environmental awareness can be fostered through formal education, while also highlighting the contribution of social studies in shaping citizens who are environmentally responsible.

Method

This study employs a descriptive qualitative research design to explore and understand the process of internalizing environmental values through the "Rumah Sampah" Program in social studies classes at SMP Negeri 2 Genteng, Banyuwangi. A qualitative approach was chosen because it allows the researcher to obtain rich, contextual, and in-depth information regarding the participants' experiences and perspectives in natural settings (Hadisaputra, 2020). Research participants were selected using purposive sampling based on their direct involvement in the implementation of the "Rumah Sampah" Program and their ability to provide relevant information. The informants consisted of 1 principal, 1 vice principal in charge of the curriculum, 3 Social Studies teachers representing grades VII, VIII, and IX, 1 Rumah Sampah Program coordinator, and 6 male and female students representing each grade level who actively participated in the program Six students were selected to ensure representation from every grade level and gender, allowing the researcher to obtain diverse experiences and perspectives on the process of internalizing environmental values. Data collection continued until the information obtained began to repeat and no new themes emerged, indicating that data saturation had been reached. These informants were selected because they possessed sufficient knowledge and experience regarding the implementation of environmental education through the "Rumah Sampah" Program.

Data were collected through observations of learning activities and school activities, semi-structured interviews, and document analysis, including teaching modules, school policies related to the environment, and documentation of the Rumah Sampah Program. The data collection process took place over approximately three months, from November 2025 to January 2026. The study began with preliminary observations to gain an overview of the implementation of the "Rumah Sampah" Program and environment-based learning activities at the school. Next, the researcher observed the social studies learning process in the classroom as well as the "Rumah Sampah" Program activities, which were held regularly every Thursday. Following that, semi-structured interviews were conducted with the principal, the vice principal for curriculum, the social studies teacher, the "Rumah Sampah" Program coordinator, and students selected as informants. Each interview lasted approximately 30–60 minutes and was recorded with the informants' consent.

In the final stage, the researcher collected and analyzed various relevant documents, such as teaching modules, school policies on the environment, activity reports, photographs of activities, and documentation of the Rumah Sampah Program to supplement and verify the findings obtained through observations and interviews. Data analysis was conducted using the interactive model proposed by Miles, Huberman, and Saldana, which comprises three stages: data condensation, data display, and drawing and verifying conclusions(Milles *et.al* 2014). To ensure the validity of the data, this study employed source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from the principal, the vice principal for

curriculum, teachers, students, and the program coordinator. Meanwhile, methodological triangulation was conducted by comparing the results of interviews, observations, and document analysis. Additionally, member checking was performed by asking several key informants to verify the accuracy of the interview transcripts and the interpretation of the research results, thereby further ensuring the credibility of the research findings.

Results & Discussion

Results

1. The Process of Fostering Environmental Awareness in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi

The process of instilling environmental values in social studies classes at SMPN 2 Genteng Banyuwangi is carried out by delivering instructional content that is integrated with environmental values. Value transformation is the process through which educators convey both positive and negative values (Hakam & Nurdin, 2016). In this study, observations were conducted in Class VII C, taught by Mr. Iqbal Habibi. The teacher linked the lesson on "Humans as Moral, Social, and Economic Beings" to the importance of protecting the environment, such as disposing of trash properly, sorting waste, and recycling. In his lessons for Class VII, the teacher used PowerPoint presentations and videos to help students better understand the material. At the beginning of the lesson, Mr. Iqbal introduced the material through a video clip, and students were asked to watch the video, as shown in the documentation below.



Figure 1. Activity: Watching a Video on the Humans as Moral, Social, and Economic Beings

As educators, teachers must also strive to exemplify environmental values. Mr. Iqbal does just that; he doesn't merely instruct students to practice environmental values but directly demonstrates them through concrete actions. The most common examples include disposing of trash properly, always dressing neatly, and maintaining cleanliness wherever we are. By consistently linking the lesson material to environmental care and having educators set daily examples of such care, students' cognitive understanding of the issue gradually begins to develop. This is evidenced by their growing comprehension of the importance of environmental care, as well as their increasingly environmentally conscious behavior even if it has not yet become a habit.

Environmental awareness is not limited to seventh-grade curriculum; it is also integrated into all subjects. This aligns with the researcher's interview with the school principal, Mr. Arif Wiyono, who stated that environmental values have been integrated into all subjects because SMPN 2 Genteng is an Adiwiyata Mandiri school. This was reinforced by the results of the researcher's interview with the Vice Principal for Curriculum, Mrs. Ida Riani, who stated that environmental education is incorporated into the learning modules, the school's vision, mission, and objectives as an effort to foster an environmentally conscious character in students.

In addition to Grade 7, the integration of environmental values is also evident in Social Studies lessons for Grades 8 and 9. In eighth grade, environmental values are linked to the topic "The Role of Social Institutions in the Utilization of Natural Resources," while in ninth grade, they are integrated into the topic "Sustainable Development." This aligns with the researcher's interviews with Ms. Faradisa Aulya, the seventh-grade Social Studies teacher, and Mr. Sulaiman, the ninth-grade Social Studies teacher.

Based on the results of observations, interviews, and documentation, the process of transforming environmental care values at SMPN 2 Genteng is carried out through the verbal delivery of material integrated with the school's waste management program. This stage focuses on building students' understanding of the importance of protecting and preserving the environment. During this stage, teachers also demonstrate environmentally responsible behaviors to students, thereby beginning to develop their cognitive understanding.

2. The Process of Instilling Environmental Values in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi

In the value-based transaction stage for seventh grade, the researcher examined the learning process as documented in the teaching module by Mr. Iqbal, from the beginning to the conclusion of the activity. In theteaching module on the topic *Humans as Moral, Social, and Economic* Beings the core activities consisted of comprehension exercises, icebreaker questions, class discussions, information gathering, and communication.

The learning activity began in the classroom with a video and Power Point presentation on the lesson material and examples of environmentally conscious behavior, such as disposing of trash properly, sorting waste, and keeping the school clean. Next, the teacher posed a discussion starter and divided the students into several groups to discuss the relationship between humans as social and economic beings and environmental awareness. The internalization of environmental values is fostered through the delivery of classroom materials. As Mr. Iqbal explained in an interview, when teaching about humans as moral social and economic beings, he simultaneously incorporated environmental values into the lesson. During the session, students were asked to share their thoughts on the importance of preserving and conserving the environment. Students are taught about the concept and importance of protecting the environment.

To reinforce students' understanding of this material, Mr. Iqbal took the students to a composting site so they could learn firsthand about the process and be taught how to turn leaf litter into compost. The waste processing activities at the composting site can be seen in the image below:



Figure 2. Waste Processing Activities at Rumah Sampah.

After the lesson was completed, the students discussed in groups and asked questions regarding the management of organic and inorganic waste by repurposing waste into useful items. Based on Mr. Iqbal's explanation, the students actively participated by asking questions, reflecting their engagement in the value-transmission phase. After the learning process was completed, Mr. Iqbal conducted an evaluation activity. The purpose of the evaluation was to determine the extent of the students' understanding of the material presented by the teacher, which consisted of several activities: a) Students in groups were asked to create a video presentation summarizing their answers to the questions provided by the teacher. b) After finishing the videos, the results from each group were displayed on the projector screen. c) Other groups were asked to provide feedback on the group currently presenting. d) Students and the teacher drew conclusions based on the answers to the questions.

After the core learning activities were completed, Mr. Iqbal conducted the closing activity, which involved a reflection session. Subsequently, Mr. Iqbal and the students summarized the learning activity. Next, the students were asked to apply the positive aspects from today's lesson, and finally, Mr. Iqbal delivered a motivational message to conclude the day's learning.

In addition to Grade 7, the values-transmission phase is also implemented in Grades 8 and 9. For lessons related to waste management, the social studies teacher takes students to the waste processing facility. Based on observations, interviews, and documentation, the values-transmission phase at SMPN 2 Genteng has been implemented effectively. Teachers and students engage in active two-way communication through discussions, Q&A sessions, and hands on activities at the waste processing facility. Students not only understand the value of caring for the environment in theory but are also able to apply it in their daily lives through concrete actions to protect and preserve the environment.

3. The Process of Trans-Internalizing Environmental Awareness Values in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi



Figure 3. Front view of a Rumah Sampah

As part of the trans-internalization program, in Class VII C, Mr. Iqbal invited students to conduct a learning activity at the Recycling Center to directly teach them how to apply environmental values. Through the Waste Management Center, students have become accustomed to practicing environmental care, as evidenced by their behavior in maintaining environmental cleanliness, disposing of waste in designated areas, and sorting waste into organic and inorganic categories. Students have adopted these activities as a habit without needing to be told by the teacher. To verify whether students are genuinely practicing environmental care, the researcher conducted interviews with 6 students, including 1 male and 1 female student from each grade level. Based on the results of these student interviews, it can be concluded that students have adopted environmentally conscious behaviors in their daily lives without being told to do so by teachers, and these behaviors have become a habit.

It is not only the seventh-grade students; according to the researcher's interviews with Ms. Faradisa Auliya, the eighth-grade Social Studies teacher, and Mr. Sulaiman, the ninth-grade Social Studies teacher, the students have already become accustomed to behaving in ways that reflect environmental awareness with full consciousness, without being told to do so by their teachers. This can be seen in the students' habit of always keeping the classroom clean before starting lessons, ensuring it remains clean and tidy at all times.

Although the implementation of the "Rumah Sampah" Program has yielded various positive results, this study also identified several challenges during the implementation process. Based on observations and interviews with teachers and school officials, not all students demonstrated the same level of environmental awareness. Some students, particularly seventh graders who have just entered junior high school, still require ongoing guidance and consistent practice to develop environmentally conscious behavior. Additionally, some students still participate in the "Rumah Sampah" Program activities because it is a school policy, rather than being fully driven by their own sense of environmental awareness. Teachers also explained that maintaining consistency in students' environmentally conscious behavior outside the regular schedule of the "Rumah Sampah" Program remains a distinct challenge. These findings indicate that the internalization of environmental values is a gradual process that requires continuous reinforcement through classroom instruction, teacher role modeling, school culture, and regularly conducted environmental activities.

Discussion

1. The Process of Transformation Environmental Awareness in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi

The results of this study indicate that the value transformation stage in social studies instruction at SMP Negeri 2 Genteng successfully fostered students' cognitive understanding of environmental awareness through teacher explanations, the use of Power Point presentations and motivational videos, as well as the integration of the "Rumah Sampah" Program into the learning process. According to Hakam and Nurdin, value transformation is the initial stage of value internalization that occurs when educators introduce positive values through verbal communication (Hakam & Nurdin, 2016). The findings of this study indicate that classroom learning serves as a crucial foundation for building students' environmental knowledge. However, conceptual understanding alone is insufficient to ensure changes in attitudes and behavior. Environmental values need to be reinforced through sustained learning experiences so that they gradually become part of students' beliefs and character.

These findings are consistent with the research by Noor and Damayanti, which shows that environmental values can be internalized through the integration of environmental themes into learning and school culture (Noor & Damayanti, 2022). Similarly, Rokhmah found that environmental awareness becomes stronger when teachers consistently link learning materials to practices of environmental care in students' daily lives (Rokhmah, 2020). In line with these two studies, the results of this study indicate that teachers play a crucial role in introducing environmental values through social studies instruction. However, unlike those two studies which focused on Islamic Religious Education this study demonstrates that social studies instruction can also serve as an effective medium for internalizing environmental values through the integration of the "Rumah Sampah" program.

These findings also support the research by Fitria and Umam, which states that students may possess a high level of environmental knowledge, but this is not accompanied by an equally high level of environmentally conscious attitudes and behaviors. This indicates that mastery of cognitive aspects is only the initial stage in fostering environmental responsibility. This study expands on those findings by demonstrating that the Rumah Sampah Program serves as a bridge between environmental knowledge and the development of environmentally conscious behavior. During the value transformation stage, students are not only introduced to environmental concepts but are also guided to understand the relationship between human activities, environmental sustainability, and social responsibility. This initial understanding serves as a crucial foundation for entering the value transaction and trans-internalization stages, enabling environmentally conscious values to develop into tangible behaviors (Fitria & Umam, 2025).

Furthermore, the contribution of the Rumah Sampah Program to the value transformation stage lies not only in conveying environmental concepts but also in providing a meaningful learning context. Teachers connect social studies material to real environmental issues in the school community so that students understand that protecting the environment is not merely a subject studied in class, but a social responsibility that must be applied in daily life. Thus, the Waste Management Program serves as a contextual learning medium that links knowledge to real-world experiences, enabling students to begin developing an environmentally conscious character from the early stages of the value internalization process.

Unlike previous studies that focused more on curriculum integration or measuring levels of environmental literacy, this study explains the mechanism by which environmentally conscious values are formed through the stages of value transformation in social studies learning integrated with the "Rumah Sampah" Program. These findings offer a new contribution to the development of social studies education by demonstrating that school-based environmental programs can support the development of an environmentally conscious character through a value internalization process that occurs gradually, systematically, and sustainably.

Thus, the researchers' findings regarding the stages of value transformation in social studies learning at SMPN 2 Genteng can be summarized in the table of findings below.

Table 1. Table of Research Findings in the Value Transformation

No	Internalization Process	Research Findings
1.	The Value Transformation Process	1. The teacher presents a PowerPoint presentation and a motivational video
		2. Students watch the PowerPoint presentation and video
		3. The teacher explains the lesson material
		4. The Transformation Process

2. The Process of Instilling Environmental Values in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi

Further research findings indicate that the value transaction stage enables students to progress from merely understanding concepts to developing an attitude of environmental concern. This stage is carried out through reciprocal interaction between teachers and students in the form of class discussions, question-and-answer sessions, teacher feedback, and direct involvement in the "Rumah Sampah" Program. According to Hakam and Nurdin, the value transaction stage is characterized by two-way communication that allows students to discuss, reflect on, and gradually internalize values through social interaction. The results of this study indicate that environmental concern develops more effectively when students are actively engaged in the learning process rather than merely receiving information from the teacher. Through dialogue and collaborative learning, students are encouraged to express their opinions, solve environmental problems, and reflect on the impact of human activities on the environment (Hakam & Nurdin, 2016).

Further research findings indicate that these findings are consistent with the study by Noor and Damayanti, which showed that values of environmental concern become stronger when students are actively involved in

learning activities integrated with environmental education (Noor & Damayanti, 2022). Similarly, Rokhmah found that students demonstrated greater environmental awareness when teachers consistently linked learning materials to practices of environmental care in daily life (Rokhmah, 2020). Consistent with these two studies, the results of this study indicate that interactions between teachers and students play a crucial role in reinforcing values of environmental care. However, unlike previous studies conducted in the subject of Islamic Religious Education, this study shows that Social Studies instruction integrated with the "Rumah Sampah" program provides students with opportunities to discuss, reflect on, and practice environmental care values through authentic learning experiences.

These findings also support the research by Fitria and Umam, which concluded that environmental knowledge alone is not sufficient to foster environmentally conscious behavior (Fitria & Umam, 2025). This study expands on those findings by demonstrating that interactive learning experiences can bridge the gap between students' cognitive understanding and affective commitment. Through activities such as sorting waste, recycling, classroom discussions, and problem-solving at a waste processing facility, students not only gain environmental knowledge but also practice environmental responsibility in real-world situations. Ongoing interactions among teachers, peers, and the school environment encourage students to transform their environmental knowledge into responsible attitudes and behaviors.

Furthermore, the contribution of the Rumah Sampah Program at the value-transaction stage lies in its function as an experiential learning environment. Students not only receive information about environmental issues but also become directly involved in efforts to address them through various waste management activities. The ongoing interaction between students, teachers, and real-world environmental situations allows students to discuss values, reflect on their experiences, and strengthen their commitment to environmental stewardship. Thus, the "Rumah Sampah" Program functions not only as an environmental activity at school but also as a pedagogical strategy that bridges environmental knowledge with the development of students' environmentally conscious character.

Previous studies, which have placed greater emphasis on curriculum integration or measuring levels of environmental literacy, this study explains the mechanisms by which the value-transaction stage reinforces the development of an environmentally conscious character through reciprocal interaction, reflection, and authentic learning experiences integrated into social studies instruction. These findings contribute to the development of social studies education by demonstrating that school-based environmental programs can transform environmental knowledge into an environmentally conscious attitude through a structured, gradual, and continuous process of value internalization.

Thus, the researchers' findings regarding the value transaction stage in social studies learning at SMPN 2 Genteng can be summarized in the table of findings below:

Table 2. Table of Findings by Transaction Value

No	Internalization Process	Research Findings
2.	Transaction Value Process	1. The teacher explains the material in class, and the students receive feedback from the teacher
		2. The teacher conducts a question-and-answer session
		3. A discussion takes place
		4. The students take concrete action at the recycling center
		5. Value exchange

3. The Process of Trans-Internalizing Environmental Awareness Values in Social Studies Education through the "Rumah Sampah" Program at SMPN 2 Genteng, Banyuwangi

The trans-internalization stage is the highest stage in the process of value internalization because, at this stage, environmentally conscious values have become part of students' personalities and daily behaviors. The research results show that students no longer engage in environmentally conscious actions solely because of teachers' instructions, but because such behaviors have developed into habits that are consciously practiced in their daily lives. This finding supports the theory proposed by Hakam and Nurdin, which states that the internalization of values is considered successful when those values have become integrated into an individual's personality through the processes of habit formation, modeling, and a consistently supportive environment (Hakam & Nurdin). In this study, the "Rumah Sampah" Program provided students with opportunities to continuously practice environmentally conscious behaviors, such as sorting waste, maintaining the cleanliness of classrooms and the

school environment, and reusing waste that still has practical value. The repetition of these activities ensures that the value of environmental care is not only understood conceptually but also manifested in concrete actions carried out independently.

These findings are consistent with the research by Noor and Damayanti, which shows that the internalization of environmental values is more effective when supported by school culture and sustained practices. (Noor & Damayanti, 2022). Similarly, Rokhmah found that fostering an environmentally conscious attitude cannot be achieved solely through the delivery of instructional content but must be reinforced through concrete, ongoing activities so that it becomes a habit among students (Rokhmah, 2020). In line with these two studies, the results of this research indicate that habit formation through the "Rumah Sampah" Program is a key factor in shaping an environmentally conscious character. However, unlike previous studies that focused on Islamic Religious Education, this study demonstrates that Social Studies instruction integrated with the "Rumah Sampah" Program can create a learning environment that enables students to develop environmentally conscious habits through authentic and sustained learning experiences.

The findings of this study also support the research by Fitria and Umam, which states that students may possess a high level of environmental knowledge, but their attitudes and behaviors regarding environmental care remain in the moderate category. These findings indicate that knowledge alone is not sufficient to bring about behavioral change if it is not supported by real-world experiences, habitual practice, and a conducive learning environment (Fitria & Umam, 2025). This study expands on those findings by demonstrating that students' participation in the "Rumah Sampah" Program, conducted on a regular basis, enables them to consistently repeat environmentally conscious behaviors until they eventually become habits. Thus, the "Rumah Sampah" Program not only enhances students' environmental knowledge but also strengthens the process of developing an environmentally conscious character through repeated hands-on experiences.

Furthermore, the connection between the "Rumah Sampah" Program and the development of an environmentally conscious character is evident in the continuous habit-forming process. Every activity such as sorting waste, maintaining the cleanliness of the school environment, recycling waste, and student participation in various environmental activities—provides students with opportunities to put environmental values into practice. Teachers' exemplary behavior, the Adiwiyata school culture, and interactions with peers further strengthen this process, so that environmentally conscious behavior is no longer performed merely due to teacher supervision but has become an integral part of students' personal awareness. This situation demonstrates that the development of an environmentally conscious character occurs through a continuous habit-forming process, rather than through one-time learning experiences.

Unlike previous studies, which have primarily measured levels of environmental literacy or emphasized the integration of environmental values into the curriculum, this study explains the mechanisms by which the trans-internalization stage transforms knowledge and attitudes into an environmentally conscious character that is manifested in students' actual behavior. These findings offer a new contribution to the development of social studies education by demonstrating that the Rumah Sampah Program as a school-based environmental program is capable of fostering an environmentally conscious character through a process of value internalization that is gradual, systematic, and sustainable, and supported by authentic learning experiences.

Therefore, it can be concluded that the researchers' findings regarding the stage of value Trans - Internalization in social studies learning at SMPN 2 Genteng can be summarized in the table of findings below:

Table 3. Table of Findings in the Trans - Internalization Value

No	Internalization Process	Research Findings
3.	Trans internalizationValue Process	1. Students' understanding
		2. Instilling and internalizing values
		3. Changes in students' attitudes
		4. The development of habits that reflect environmental awareness

Conclusion

This study shows that the process of internalizing environmental values through the "Rumah Sampah" Program in social studies classes at SMPN 2 Genteng occurs through three interrelated stages: value transformation, value transaction, and trans-internalization. During the value transformation stage, students develop a cognitive understanding of environmental values through classroom instruction. The value transaction stage enables students to strengthen their environmentally conscious attitudes through interactive learning, discussions, and direct involvement in waste management activities. Furthermore, the trans-internalization stage is reflected in the formation of students' habits of environmentally conscious behavior, both at school and at home.

The findings of this study have important implications for social studies education. First, the results indicate that social studies education should not be solely focused on the transmission of knowledge but must also systematically facilitate the internalization of values through authentic, experience-based learning activities. Integrating the "Rumah Sampah" program into social studies education provides students with the opportunity to connect environmental concepts to real-life practices in their daily lives, thereby helping them develop the character of responsible citizens who care for the environment. Second, for environmental education, this study demonstrates that sustainable environmentally conscious behavior is more effectively developed through consistent practice, teacher modeling, and active student participation rather than solely through the theoretical presentation of material.

Furthermore, this study also contributes to the development of the theory of value internalization by demonstrating how the stages of value transformation, value transaction, and trans-internalization occur in social studies learning through a structured school-based environmental program. Therefore, the "Rumah Sampah" Program can serve as a practical model that other schools can adapt to strengthen character education and environmental awareness through social studies learning. Future research is recommended to examine the implementation of the program.

Reference

Afriana, S., and Hidayat, N. (2022). Internalisasi Nilai Keagamaan Dalam Menanamkan Karakter Peduli Lingkungan." *Jurnal Basicedu* 6 (2), 1914–21. https://doi.org/10.31004/basicedu.v6i2.2246.

Angga,Y., and Iskandar, S. (2022). Penerapan Dan Pengertian Pendidikan Karakter Dengan Model Pembelajaran Berbasis Keterampilan Abad 21. *Jurnal Basicedu* 6 (1) 3. doi:10.31004/basicedu.v6i1.2084.

Aulia, R., Sauri, S., Jasin, F., Narulita, S., and Wajdi, F., (2020). Internalisasi Nilai Peduli Lingkungan Di Persekolahan: Studi Kasus Ecopesantren SPMAA Lamongan Jawa Timur. *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4 (1), 87–98. https://doi.org/10.21009/004.01.05.

Baro'ah, S., and Qonita, S. (2020). Penanaman CiLi (Cinta Lingkungan) Pada Siswa Melalui Program Lingkungan Sekolah Tanpa Sampah Plastik. *Jurnal Pancar (Pendidik Anak Cerdas Dan Pintar)* 4 (1), 13.

BPS. (2018) Laporan Indeks Ketidakpedulian Lingkungan Hidup 58.

Efendi, N., Barkara, R., and Fitria, Y. (2022). Implementasi Karakter Peduli Lingkungan di Sekolah Dasar Lolong Belanti Padang. *Jurnal Komunikasi Pendidikan* 4 (2), 1–10.

Ekaprasetya, S., Salsabila, S., Arifin , M., Wahyuningsih, Y., (2022). Peran Pembelajaran IPS Dalam Meningkatkan Keterampilan Sosial Peserta. Didik Sekolah Dasar. *Jurnal Pendidikan Tambusai* 6 (1) 3987–92. https://www.jptam.org/index.php/jptam/article/view/3487%0Ahttps://www.jptam.org/index.php/jptam/article/download/3487/2970.

Fitria, Rachma Dini, and Moh Barirul Umam. (2025). Analysis of Environmental Literacy in Students of the Social Studies Study Program UIN Kiai Haji Achmad Siddiq Jember" 5 18–27. https://doi.org/10.31538/cjotl.v5i1.2005

Febriani, M. (2021)."IPS Dalam Pendekatan Kontruktivisme." Aksara : *Jurnal Ilmu Pendidika Nonformal* 7 (1), 61 - 66. http://dx.doi.org/10.37905/aksara.7.1.61-66.2021

Hakam, K., dan Nurdin, E. (2016). *Metode Internalisasi Nilai-Nilai (Untuk Modifikasi Perilaku Berkarakter)*. Bandung: Maulana Media Grafika.

Hodriani, S. (2023). *Pengantar Sosiologi Dan Antropologi*. Prenada Media. https://books.google.co.id/books?id=-jTZEAAAQBAJ.

Husna, F., and Sarjan,M., (2024). "Peran Manusia Sebagai Khalifah Dalam Menjaga Lingkungan Hidup Etika Lingkungan Serta Korelasinya Dengan Surat Al-A'raf Ayat." *Lambda Journal, Lembaga "Bale Literasi*. 4(3), 161–68. https://doi.org/10.58218/lambda.v4i3.1005.

Herlambang, Y. *Pedagogik : Telaah Kritis Ilmu Pendidikan dalam Multiperspektif*. Jakarta : Bumi Aksara.

Hadisaputra, S. (2020). *Penelitian Kualitatif*. Holistica Lombok.

Ismaraidha., Parapat, A., Agustia, N. (2023). *Internalisasi Karakter Peduli Lingkungan Dalam Keluarga Masyarakat Pesisir*. PT. Green Pustaka Indonesia, PT. Green Pustaka Indonesia: Yogyakarta. https://books.google.co.id/books?id=uRHAEAAAQBAJ.

Makkasau, A., Syawaluddin,A., and Sulfadly (2020). Pengaruh Penerapan Program Adiwiyata Terhadap Sikap Peduli Lingkungan Siswa Kelas IV Dan V SD Inpres BTN IKIP I Kecamatan Rappocini Kota Makassar. *Jurnal Publikasi Pendidikan* 10 (3), 251–59. http://ojs.unm.ac.id/index.php/.

Musyarofah., Abdurrahman A., and Suma, N., (2021). *Konsep Dasar IPS*.

Miles, M.B, Huberman,A.M, dan Saldana, J. (2014) Qualitative Data Analysis, A Methods Sourcebook, Edition 3. USA: Sage Publications. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.

Noor, W., and Damayanti, R. (2022). Menginternalisasikan Nilai Peduli Lingkungan Melalui Pembelajaran Pendidikan Agama Islam Di SD Sekolah Alam Kacang Pedang Pangkalpinang." *Journal Tarbiyah Al-Awlad* 12

(1), 34–40. https://ejournal.uinib.ac.id/jurnal/index.php/alawlad/article/view/4493.

Nurkholis, D., Asmuni, A., and Eti Nurhayati, E. (2023). Internalisasi Nilai-Nilai Pendidikan Islam Pada Anak Terlantar." *Edukasi Islam : Jurnal Pendidikan Islam* 12 (3), 2303–18. https://doi.org/10.30868/ei.v12i03.4622.

Panggabean, H., Nasution, H., and Usiono. (2023). Internalisasi Nilai-Nilai Pendidikan Karakter Dalam Membentuk Kesadaran Peduli Lingkungan Di SMA Ormas Islam Kota Medan." *Jurnal Pendidikan Islam*. 961–76.
https://www.jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/7228%0Ahttps://www.jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/7228/2642.

Rismayani, Luh Dessy, Kertih,I., and Sendratari, L. (2020). Penanaman Sikap Sosial Melalui Pembelajaran Ips Pada Siswa Kelas Vii Smp Negeri 2 Singaraja. *Jurnal Pendidikan IPS Indonesia* 4 (1), 8–15. https://doi.org/10.23887/pips.v4i1.3164.

Rusdiana, H A. (2014). Buku Pendidikan Nilai, Halaman 308.

Rokhmah, A. (2020) Internalisasi Sikap Peduli Lingkungan Dalam Kegiatan Pembelajaran PAI Di SMP N 1 Karangmoncol.

Silitonga, B. (2025). *Internalisasi Nilai-Nilai Tradisi Jawa Slametan Dalam Pendidikan Agama Kristen*. Penerbit Widina: Bandung. https://books.google.co.id/books?id=FaBeEQAAQBAJ.

Ulfah, A., Huda, M., Siyatin, M.,Salamiyah, A., Sari,N. Sania,E. (2023). Internalisasi Karakter Peduli Lingkungan Pada Peserta Didik Sdn 4 Sendangrejo Melalui Kegiatan Pendampingan Di Luar Kelas." *Jurnal Abdimas Ilmiah Citra Bakti* 4 (4), 781–93. https://doi.org/10.38048/jailcb.v4i4.2279.

Undang – Undang Nomor 32 tahun 2009, tentang Perlindungan Pengelolaan Lingkungan Hidup.

Warni, K., Wulandari, F., Sumali S. (2022). Analisis Sikap Peduli Lingkungan Siswa 6 (2), 1645–51. https://doi.org/10.31004/basicedu.v6i2.2197

Wahid, A. (2023). *Buku Ajar Konsep Dasar Pkn Sd*. Samudra Biru. Yogyakarta : Samudra Biru https://books.google.co.id/books?id=BrTSEAAAQBAJ.

Wirawan, P. (2021). *Teori-Teori Sosial Dalam Tiga Paradigma: Fakta Sosial, Definisi Sosial, Dan Perilaku Sosial*. Prenada Media: Jakarta. https://books.google.co.id/books?id=9KRPDwAAQBAJ.