

The Implementation of the SDGs Life on Land in Social Studies Instruction to Enhance Social Awareness Among Ninth-Grade Students at Ponorogo State Junior High School 2

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ARTICLE INFO	ABSTRACT
Keywords: SDGs; life on land; social studies education; social awareness	Social awareness of environmental issues can be instilled through education. However, there are still some students who lack awareness of environmental conservation. This study aims to examine the implementation of the SDG “Life on Land” in social studies education, the challenges associated with its implementation, and the implications of implementing the SDG “Life on Land” through social studies education to enhance social awareness of environmental conservation. This study employs a qualitative approach using a case study design. Data collection techniques include semi-structured interviews, non-participant observation, and documentation. Data analysis utilized the interactive data analysis model developed by Miles, Huberman, and Saldana. Additionally, data validity was verified through methodological triangulation, source triangulation, temporal triangulation, and researcher commitment. The results of the study indicate that the implementation of the “Life on Land” SDG in social studies education has led to a gradual increase in students’ social awareness regarding environmental conservation.
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INTRODUCTION

The urgency of integrating the Sustainable Development Goals (SDGs) into environmental social studies (IPS) stems from the alarming reality of the ecological crisis. Data from the United Nations Environment Program (UNEP) show that approximately 3.2 billion people—or 40 percent of the world’s population—are negatively affected by land degradation, and crop production worth \$577 billion annually is threatened by declining pollinator populations.¹ The emergence of environmental damage issues is caused by a lack

¹ UN Environment Programme, *Facts About the Nature and Crisis*, 2026.

of capability and responsibility to develop, care for, and recognize the potential of nature. This is evidenced by an online news article highlighting environmental damage, particularly to terrestrial ecosystems—specifically the loss of biodiversity across all species worldwide.² It is this concern that prompted the United Nations (UN) in Rio de Janeiro in 2012 to formulate 17 sustainable development goals, known as the Sustainable Development Goals (SDGs). This program runs from 2015 to 2030. The main objective of the 17 sustainable development goals is to achieve sustainable development across three dimensions: environmental, social, and economic.³

One of the objectives highlighted in this study concerns environmental degradation issues relevant to Sustainable Development Goal 15—Life on Land—which emphasizes the importance of preserving the environment, including land, forests, and mountains, as well as the need to halt deforestation and land degradation.⁴ One way to implement the SDGs is through education, where schools play a role in shaping students' foundational thinking regarding the optimization of social values related to environmental awareness.⁵ As Hamzah stated, as quoted by Firdaus Daud et al., education is a means to shape an individual's mindset to align with the desired outcomes in fostering an attitude of environmental concern.⁶ The integration of the SDGs into environment-based social studies instruction can help shape students' mindsets and behaviors to raise their awareness of environmental conservation. Social awareness encompasses several indicators, such as having a sense of empathy, being able to focus on serving the needs and interests of others, and demonstrating a sense of responsibility within an organization.⁷

At Ponorogo State Junior High School 2, students' social awareness can be enhanced through both curricular and co-curricular learning, with the curricular approach focusing on environment-based social studies with a broad scope of material. Meanwhile, extracurricular activities focus on the integration of several subjects and involve learning through out-of-

² Danur Lambang Priandaru, "Penelitian: Semua Kehilangan Keanekaragaman Hayati Disebabkan Manusia," *Kompas.Com* (Jakarta), March 28, 2025, <https://lestari.kompas.com/read/2025/03/28/170000986/penelitian--semua-kehilangan-keanekaragaman-hayati-disebabkan-manusia>.

³ Nurmala et al., *Buku Saku SDGs* (Jakarta Pusat: Filatropi Indonesia dan SDSN Indonesia, 2023), 3–4.

⁴ Hakim Zulkarnain et al., *Handbook of SDGs Series UNAIR Handbook SDGs Seris: Pilar Lingkungan* (Surabaya: SDGs Center Universitas Airlangga (UNAIR), 2023), 127.

⁵ Maria Apriline Hega Tareze, Indri Astut, and Afandi, "Model Pembelajaran Kolaborasi SDGs Dalam Pendidikan Formal Sebagai Pengenalan Isu Global Untuk Meningkatkan Kesadaran Sosial Peserta Didik," *Journal Visipena* 13, no. 1 (2022): 44.

⁶ Firdaus Daud et al., *Kepedulian Lingkungan Berbasis Pengetahuan, Penerimaan Informasi Dan Kecerdasan Naturalistik Di Kabupaten Majene*, 1st ed. (Mataram: CV. Pustaka Madani, 2022), 2–3.

⁷ Yoyo Sudaryo and Agus Ribowo, *Manajemen Sumber Daya Manusia* (Yogyakarta: ANDI, 2018), 99.

class activities such as community service, teamwork, waste management, reforestation, utilizing small plots of land for tree planting, maintaining cleanliness, and so on. Based on the results of a preliminary study, it was found that some students demonstrated low social awareness regarding environmental conservation. This is reflected in a lack of concern for environmental sustainability, such as littering, failing to perform daily cleaning duties in the classroom, neglecting bathroom cleanliness, lacking initiative in maintaining cleanliness and relying solely on cleaning staff, as well as wasting energy.⁸

Several previous studies have examined the application of the SDGs in education, such as the study by Ekawati et al. (2025), which found that incorporating the SDGs into social studies instruction can increase students' social awareness and sense of responsibility.⁹ Additionally, a study conducted by Amalia (2025) found that integrating the SDGs into social studies instruction can enhance students' social awareness and reflective skills in line with the principles of sustainable education.¹⁰ However, these studies have only integrated the SDGs into conceptual social studies content. This study helps fill that gap by explicitly integrating SDG values into social studies instruction—an approach that not only focuses on content but also transforms students' social awareness and attitudes toward environmental conservation in alignment with the SDG targets.

Therefore, this study aims to describe the implementation of the SDG “Life on Land” in social studies education, identify the challenges of implementing the SDG “Life on Land” to enhance social awareness in social studies education, and analyze the implications of implementing the SDG “Life on Land” through social studies education to foster environmental conservation awareness among ninth-grade students at SMP Negeri 2 Ponorogo. The benefits of this study include broadening perspectives and deepening understanding regarding the implementation of the SDGs’ “Life on Land” goal in social studies education, which can enhance students’ social awareness.

RESEARCH METHOD

In this study, the researcher employed a descriptive qualitative research approach, specifically a case study. The study utilized both primary and secondary data. Primary data

⁸ Azizah Intan Fauziah, Observasi lapangan di SMP Negeri 2 Ponorogo, 27 Januari 2026.

⁹ Dayu Ekawati et al., “Mengintegrasikan Perspektif SDGs (Tujuan Pembangunan Berkelanjutan) Dalam Pembelajaran Ilmu Pengetahuan Sosial Untuk Membangun Kepedulian Dan Rasa Tanggung Jawab Sosial,” *JPGI (Jurnal Penelitian Guru Indonesia* 10, no. 1 (2025): 18, [//jurnal.iicet.org/index.php/jpgi](http://jurnal.iicet.org/index.php/jpgi).

¹⁰ Azkia Rahma Amalia, “Pengaruh Model Pembelajaran Contextual Teaching and Learning Pada Materi Bentang Alam Indonesia Terhadap Keterampilan Berpikir Kritis Siswa Dalam Pencapaian SDGs Di Kelas 3 SD Al - Islah Rejeni Sidoharjo” (Universitas Islam Negeri Maulana Malik Ibrahim, 2025), 91.

were obtained through interviews and observations. Interviews were conducted with the school principal, two 9th-grade social studies teachers, and four 9th-grade student representatives. The selection of 9th-grade informants was based on scientific considerations, namely that these students are more mature in their understanding of complex issues such as the SDGs. Observations were made by monitoring interactions at the school. Secondary data were obtained from books, journals, and documents covering the school's profile, vision and mission, geographic location, organizational structure, photographs, and so on. The data analysis technique employed the interactive data analysis model developed by Miles, Huberman, and Saldana, which is divided into three stages: data presentation, data condensation, data display, and drawing conclusions. The validity of the research was assessed using methodological triangulation, source triangulation, temporal triangulation, and researcher commitment.

RESULT AND DISCUSSION

1. Implementing the SDG “Life on Land” in Social Studies Education to Raise Social Awareness

Social Studies education aims to shape individuals who possess knowledge, the ability to think and act, a sense of compassion, and a high level of social awareness as members of society, the nation, and the global community. Social Studies helps students develop a concern for the real-world conditions of society and the ability to solve existing problems in a critical, analytical, and responsible manner.¹¹ Based on the researchers' observations, the integration of the “Life on Land” SDG into social studies instruction can enhance students' social awareness by combining the theories taught in social studies with hands-on fieldwork. Through both curricular and co-curricular learning, students can gain a deeper understanding and take concrete action during the learning process.¹² Thus, by implementing this strategy, we can create an environmentally friendly school. As stated by Mr. Imam Syaifudin, S.Pd., M.Or., the school principal: “We have responded positively to this as one of the strategies for creating an environmentally friendly school.”¹³

¹¹ Musyarofah, Abdurrahman Ahmad, and Nasabi Niki Suma, *Konsep Dasar IPS*, 1st ed. (Depok, Sleman: Komojoyo Press, 2021), 5.

¹² Azizah Intan Fauziah, Observasi lapangan di SMP Negeri 2 Ponorogo, 27 Januari 2026.

¹³ Imam Syaifudin S.Pd., M.Or “Pembelajaran IPS berbasis lingkungan” Wawancara oleh Azizah Intan Fauziah, SMP Negeri 2 Ponorogo, 5 Februari 2026.

The integration of the SDGs' "Life on Land" goal into social studies instruction can be implemented through several stages: planning, implementation, and evaluation. During the planning stage, teachers develop teaching modules by determining the flow of the learning process, such as the instructional model, teaching methods, and content to be taught using learning media. Meanwhile, during the implementation stage, teachers carry out the plan, and the evaluation stage is typically conducted to measure students' level of understanding. As implemented by Ms. Sri Harmini in the Social Studies learning process to enhance students' social awareness. As explained by Ms. Sri Harmini, S.Pd., a 9th-grade Social Studies teacher: "In the learning process, I usually apply three stages. First, I develop teaching modules by adapting the material to the students' characteristics and the surrounding environment. Second, the implementation stage involves integrating the modules I have created. Third, during the evaluation stage, we as teachers can assess the extent of the students' understanding."¹⁴



Figure 1.1 The Social Studies Learning Process in 9th Grade.

This is supported by Aqib's view, as quoted by Gusnari Wahab, who states that the learning process is a systematic effort undertaken by teachers to ensure that learning takes place effectively and efficiently, beginning with planning, implementation, and evaluation.¹⁵ The following are the stages for implementing the SDG "Life on Land" in social studies education:

- a. Planning Stage

¹⁴ Sri Harmini S.Pd. "Tahap Pembelajaran IPS" Wawancara oleh Azizah Intan Fauziah, SMP Negeri 2 Ponorogo, 5 Februari 2026.

¹⁵ Gusnarib Wahab and Rosnawati, *Teori - Teori Belajar Dan Pembelajaran*, 1st ed. (Indramayu, Jawa Barat: CV. Adanu Abimata, 2021), 4.

Instructional planning is the process of designing the teaching and learning process for a specific time and place.¹⁶ The goal is for students to experience lasting changes in their knowledge, skills, and attitudes. Effective planning not only focuses on the content to be taught but also involves selecting appropriate methods, media, and assessment tools to create a learning environment that supports students' holistic development. Furthermore, the development of teaching modules by social studies teachers at SMP Negeri 2 Ponorogo took two weeks and included several components, such as learning objectives, graduation requirements, instructional design, teaching media, learning experiences, and lesson assessments.

b. Implementation Stage

The implementation of instruction is the execution of a carefully and thoroughly planned lesson plan, carried out after the planning phase has been deemed complete.¹⁷ During the implementation phase, teachers conduct instruction in accordance with the lesson plan. Theoretically or within the curriculum, teachers introduce issues relevant to the students' surroundings. Through a contextual approach, teachers explain social studies material in Theme 04, "Global Cooperation," specifically the subchapter on the Sustainable Development Goals (SDGs), and select one of the SDGs—namely, "Life on Land"—to apply by adapting it to the students' surroundings.

In addition to introducing the material, the teacher asked students to discuss and analyze an event through videos or media platforms related to the material. Social studies learning takes place not only in the classroom but also outside the classroom or through extracurricular activities related to the SDG "Life on Land," specifically the preservation of the school environment. Examples include community service activities to clean up the

¹⁶ Ali Halidin, *Perencanaan Dan Desain Pembelajaran*, 1st ed. (Metro: Nafal Publishing, 2024), 2.

¹⁷ Muammar et al., *Pendekatan Sistem Dalam Pendidikan*, 1st ed. (Medan, Sumatra Utara: UMSU Press, 2023), 194,
[https://books.google.co.id/books?id=RZs3EQAAQBAJ&newbks=1&newbks_redir=0&printsec=frontcover&pg=PR4&dq=Muummar+Pendekatan+Sistem+Dalam+Pendidikan+\(Medan:+Umsu+Press,+2023\)&hl=id&source=gb_mobile_entity&redir_esc=y#v=onepage&q=Muummar%20Pendekatan%20Sistem%20Dalam%20Pendidikan%20\(Medan%3A%20Umsu%20Press%2C%202023\)&f=false](https://books.google.co.id/books?id=RZs3EQAAQBAJ&newbks=1&newbks_redir=0&printsec=frontcover&pg=PR4&dq=Muummar+Pendekatan+Sistem+Dalam+Pendidikan+(Medan:+Umsu+Press,+2023)&hl=id&source=gb_mobile_entity&redir_esc=y#v=onepage&q=Muummar%20Pendekatan%20Sistem%20Dalam%20Pendidikan%20(Medan%3A%20Umsu%20Press%2C%202023)&f=false).

school grounds, planting trees, fostering a love for the environment, and so on.

c. Evaluation Stage

Learning assessment is a systematic process used to gather information about the effectiveness of learning, both in terms of students' mastery of the material and the learning process itself.¹⁸ During the assessment phase, teachers measure, evaluate, and determine the extent to which students have achieved their learning objectives; they also observe changes in students, including improvements in their understanding and shifts in their attitudes. This is in line with the evaluation process conducted by Ms. Sri Harmini, S.Pd., in which students' understanding of the material taught is assessed through individual and group assignments, as well as by drawing conclusions from discussions. Meanwhile, the evaluation also assesses changes in students' attitudes after applying the "Life on Land" SDG to environmental conservation efforts.

Thus, it can be concluded that the "Life on Land" SDG is implemented at Ponorgo Public Junior High School No. 2 through both curricular and co-curricular learning activities. This implementation can enhance students' social awareness through understanding and concrete actions during the learning process. The implementation consists of three stages: planning, execution, and evaluation. Through these three stages, changes in students' attitudes toward preserving terrestrial ecosystems will become evident.

2. Challenges in Implementing the SDG "Life on Land" to Enhance Students' Social Awareness in Social Studies Education

The implementation of the "Life on Land" Sustainable Development Goal (SDG) by ninth-grade students at Ponorogo State Junior High School No. 2 has been going well, with students receiving motivation and encouragement to adopt behaviors that promote environmental conservation, starting with their school environment. Through social studies classes, students are not only taught the subject matter but are also guided to develop attitudes that enhance their social awareness regarding environmental conservation. Teachers serve as concrete examples and role models for their students. Through the examples teachers set in their actions, they help shape

¹⁸ Umalihayati et al., *Evaluasi Pembelajaran*, 1st ed. (Batam: Yayasan Cendikia Mulia Mandiri, 2024), 1.

individuals who are environmentally conscious and sensitive. According to Mr. Krisnanto, S.Pd., a 9th-grade social studies teacher, the challenges teachers often face include the time-consuming process of creating teaching modules, time constraints, and low student awareness.

As stated by Mr. Krisnanto, S.Pd: “In the learning process, teachers face several challenges, such as the preparation of teaching modules, which often takes a lot of time, as teachers are required to tailor the material to students’ needs. In addition, there are time constraints in the learning process. Sometimes, as teachers, we try to allocate time according to our plans, but reality often doesn’t align with those plans. Furthermore, there is a lack of student engagement in the learning process. The Merdeka Curriculum requires students to be independent, but there are still many students who need to be given instructions”.¹⁹



Figure 2.1 Discussion activity in 9th grade.

In fostering students’ social awareness in social studies classes, there are several challenges that teachers often face, such as

- a. Developing instructional modules is time-consuming

Modules in the Merdeka Curriculum are time-consuming because they require teachers to design systematic lessons tailored to the diverse characteristics of students. They must also address students’ needs, interests, and learning styles. These instructional modules must include all necessary components, ranging from learning objectives to instructional steps and

¹⁹ Krisnanto S.Pd. “Kendala yang dihadapi Guru dari Penerapan SDGs life on land dalam Pembelajaran IPS untuk Meningkatkan Kesadaran Sosial Siswa” Wawancara oleh Azizah Intan Fauziah, SMP Negeri 2 Ponorogo, 28 Januari 2026.

assessments.

b. Limited time

Time allocation in the learning process often involves a discrepancy between the time allotted in the lesson plan and the reality in the classroom. In practice, the targeted time does not always align with the plan. This can be due to time-consuming learning activities such as dividing students into discussion groups, students who are not focused, a lack of control over the classroom atmosphere, occasional out-of-class activities during class time, and so on.

c. Low student awareness

Under the Merdeka Curriculum, students are expected to be independent and active in their learning. If students lack this awareness, they will simply wait for instructions from the teacher. Furthermore, a lack of awareness among students can lead to a decline in their concentration and cause them to lose sight of their primary goal: learning. Low student awareness will affect other students' learning activities. This can disrupt the concentration of other students, and teachers will need to spend extra time to bring those students back to the task at hand.

In conclusion, the challenges in implementing the SDGs related to life on land in social studies education to raise social awareness include the time-consuming process of developing teaching modules, insufficient time allocation during the learning process, and low student awareness. However, the challenge most frequently faced by teachers is low student awareness, which hinders the social studies learning process.

3. The Implications of Implementing the SDG “Life on Land” Through Social Studies Education to Enhance Social Awareness in Environmental Conservation

The application of the SDG “Life on Land” in social studies education to enhance students' social awareness can be linked to environmental conditions. Through a contextual and holistic approach, students' social awareness will be fostered. According to Daniel Goleman, social awareness is one dimension of emotional intelligence. Emotional intelligence refers to the ability to recognize others' feelings, the ability to motivate oneself, and the ability to manage emotions effectively—both within

oneself and in relationships with others.²⁰ As cited by Sudaryo, Daniel Goleman states that indicators of students' social awareness encompass three attitudes: empathy, service orientation, and organizational awareness.²¹ The findings presented in the research results align with the application of the SDG "Life on Land" in social studies (IPS) instruction to enhance students' social awareness at SMP Negeri 2 Ponorogo.

This is reinforced by a statement from Mr. Krisnanto, S.Pd, a 9th-grade social studies teacher, who said, "In terms of social awareness, there are still some students who lack awareness of environmental conservation. Not all students are yet aware of this program. The attitudes of those four students toward environmental conservation are already good. This can start with daily habits. In addition, awareness of the need for honest, service-oriented behavior is still lacking, so reminders are still necessary. Furthermore, the students' sense of organizational awareness demonstrates a positive attitude toward understanding environmental conditions".²²



Figure 3.1 Students Planting Trees.

The following are indicators that can be considered signs of social awareness:

- a. Empathy

²⁰ Daniel Goleman, *Kecerdasan Emosi Untuk Mencapai Puncak Prestasi*, 1st ed. (Jakarta: PT. Gramedia Pustaka Indonesia, 1999), 512.

²¹ Sudaryo and Ribowo, *Manajemen Sumber Daya Manusia*, 99.

²² Krisnanto S.Pd. "Kendala yang dihadapi Guru dari Penerapan SDGs life on land dalam Pembelajaran IPS untuk Meningkatkan Kesadaran Sosial Siswa" Wawancara oleh Azizah Intan Fauziah, SMP Negeri 2 Ponorogo, 28 Januari 2026.

Empathy is the ability to intelligently sense others' emotions, concerns, and needs. It involves reading others' feelings and picking up on nonverbal cues such as voice intonation and facial expressions.²³ Through social studies instruction, teachers integrate empathetic attitudes to create meaningful learning experiences. In the learning process, students are expected not only to possess knowledge but also to demonstrate empathy toward environmental conservation. This empathetic attitude enables students to recognize the impact of environmental damage on other living beings.

Thus, empathy in environmental awareness is not merely about compliance with rules. Rather, empathy toward the environment becomes a core character trait and way of life for students. Research conducted on ninth-grade students at SMP Negeri 2 Ponorogo regarding empathy revealed that students generally exhibit a positive level of empathy. However, some students still lack sufficient empathy toward environmental conservation.

b. Service orientation

Service orientation is the ability to recognize a person's needs and interests. In this context, students' ability to identify, anticipate, and meet the needs of others while serving the environment and living creatures is crucial.²⁴ In social studies classes, students transform their knowledge of the environment into social service that benefits the ecosystem and the living beings around them.

Thus, involving students in environmental conservation will make them more aware, caring, and willing to contribute to preserving ecosystems, particularly terrestrial ecosystems. Research conducted on ninth-grade students at SMP Negeri 2 Ponorogo regarding service orientation or a service-oriented attitude indicates that some students still lack an understanding of others' needs.

c. Organization awareness

Organizational awareness is the ability to assess a situation objectively, without distorting others' thoughts and assumptions, and allowing them to respond objectively.²⁵ Through social studies education, organizational awareness demonstrates a group's ability to preserve the environment, which requires planned,

²³ Sudaryo and Ribowo, 99.

²⁴ Sudaryo and Ribowo, 99.

²⁵ Sudaryo and Ribowo, 99.

systematic action and cooperation among members. For example, schools play a role in designing and supporting activities aimed at preserving the environment.

Through these designed activities, students can acquire both knowledge and the skills and attitudes necessary for teamwork. Research findings from ninth-grade students at SMP Negeri 2 Ponorogo indicate that students already possess organizational awareness, as evidenced by positive responses. This is evident in their active participation in organizational activities and the development of positive attitudes. Among the three indicators of social awareness, organizational awareness stands out as more prominent than empathy and service orientation.

The results of the study conducted at SMP Negeri 2 Ponorogo indicate that social studies instruction can enhance students' social awareness regarding environmental conservation and protection. This sense of social awareness develops through a gradual process. It takes shape little by little, leading to positive outcomes. This improvement can be observed through changes in students' mindset and behavior regarding environmental conservation. Additionally, students' responses after receiving Social Studies material on the SDGs' "Life on Land" goal through the learning process demonstrate the emergence of a sense of responsibility toward environmental conservation.

Through this approach, students are guided to explore various materials that can be implemented within the school to support environmental conservation. This is evidenced by the fact that SMP Negeri 2 Ponorogo received the provincial-level Adiwiyata School Award. This school remains committed to protecting the environment. Furthermore, concrete actions are taken to maintain the school environment with full awareness. Consequently, students develop an environmentally conscious attitude and a sense of responsibility toward the environment.

Thus, it can be concluded that social awareness has three indicators: empathy, service orientation, and organizational awareness. Of these three indicators, organizational awareness stands out the most compared to empathy and service orientation. This can be seen in how students develop the skills to collaborate. Thus, the implication of applying the SDG "Life on Land" in social studies learning to enhance the social awareness of students at SMP Negeri 2 Ponorogo is that students experience improvement, both in knowledge and attitude, regarding environmental conservation. This can be evidenced by students' responses or attitudes toward environmental conservation. This improvement is gradual and continues to grow.

CONCLUSION

This study concluded that integrating the 15th Sustainable Development Goal (SDG)—Life on Land—into the Social Studies (IPS) curriculum was able to gradually transform the social awareness of ninth-grade students at SMP Negeri 2 Ponorogo. Through three systematic stages—module planning, contextual implementation of the “Global Cooperation” material, and evaluation of attitude changes—this learning process successfully bridged global ecological theory with concrete actions for preserving the school environment. The synthesis results indicate a significant increase in the students’ social-emotional intelligence, with the indicator of “organizational awareness” standing out most prominently through active collaboration in community service, greening initiatives, and waste management, followed by growth in empathy and environmental service orientation. The success of this contextualization was reinforced by institutional commitment, which led the school to win the provincial-level Adiwiyata award.

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