

Integration of Responsible Consumption and Production Values (SDGs) in Seventh Grade Social Studies Learning

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ABSTRACT

This research aims to analyze the integration of SDG 12 values in the seventh-grade social studies learning at MTsN Pematang Siantar and to examine the role of social studies teachers in instilling responsible consumption and production values. The research uses a descriptive qualitative approach involving 11 informants selected purposively, consisting of the head of the madrasa, three social studies teachers, and seven students. Data were collected thru observation, semi-structured interviews, and documentation, then analyzed using the interactive model of Miles, Huberman, and Saldaña thru the stages of data condensation, data presentation, and conclusion drawing. The research results show that the values of SDG 12 have been integrated into social studies learning by linking economic activity materials with environmental issues, applying contextual learning, discussions, case studies, and fostering environmentally friendly behavior supported by the Pancasila Student Profile Strengthening and Rahmatan lil 'Alamin (P5RA) program and madrasah culture. Social Studies teachers play the role of educators, facilitators, motivators, and role models in shaping students' knowledge, attitudes, and behaviors to apply the principles of Reduce, Reuse, and Recycle (3R). This research produces a conceptual model that emphasizes that the synergy between learning materials, teaching strategies, the role of teachers, school culture, and P5RA are the main factors for the successful integration of SDG 12 in IPS learning based on Education for Sustainable Development (ESD).

1. INTRODUCTION

Sustainable development thru the Sustainable Development Goals (SDGs), particularly Goal 12 (Responsible Consumption and Production), emphasizes the importance of responsible consumption and production patterns thru the efficient use of resources, waste reduction, and environmental preservation (Baytak, 2024). Education plays a strategic role in shaping the knowledge, attitudes, and behaviors of students so that they can apply the principles of sustainable development (Iskandar, Thalal, Sari, & Azhari, 2026). In the context of Indonesia, the Merdeka Curriculum provides an opportunity to integrate SDG values thru character strengthening and the Pancasila Student Profile, while the IPS subject becomes a relevant medium as it discusses economic activities, human interactions with the environment, and resource utilization. However, the implementation of SDG values in social studies learning still faces challenges. Learning is generally still oriented toward mastering cognitive aspects, while the formation of responsible consumption and production behaviors has not yet become a main focus (Zhao, Wu, & Luo, 2022). On the other hand, the development of digital technology and social media has also contributed to the increasing consumer culture among teenagers, such as the use of single-use products, resource wastage, and low awareness of waste management (Susanti, Endayani, & Dora, 2018; Amalia, Dora, & Hati, 2025). This condition indicates a gap between the understanding of the concept of sustainability and its application in daily life. As an Islamic educational institution, madrasahs have the potential to integrate SDG values with Islamic teachings, such as the principle of khalifah fil ardh, trust (amanah),

and the prohibition of israf and tabdzir. MTsN Pematang Siantar is one of the madrasahs that strives to implement these values thru social studies learning and school culture. However, studies on the integration of SDG 12 and the role of social studies teachers in instilling values of responsible consumption and production are still limited. Therefore, this study aims to analyze the implementation of integrating SDG 12 values in social studies learning and to examine the role of teachers in shaping students' knowledge, attitudes, and behaviors that are environmentally conscious and oriented toward sustainable development. Previous research (Oe, Yamaoka, & Ochiai, 2022) on Education for Sustainable Development (ESD) shows that the integration of sustainability values in education can enhance students' literacy, awareness, and environmentally friendly behavior. However, most research still focuses on environmental issues in general, while studies on the integration of Responsible Consumption and Production (SDG 12) in social studies learning are still relatively limited. Previous research (Martín-Sánchez, González-Gómez, & Jeong, 2022) has focused more on the application of sustainability-based learning models or the implementation of SDGs in science and environmental education subjects. Meanwhile, social studies learning still tends to be oriented toward cognitive aspects, so the process of internalizing values of responsible consumption and production, especially those integrated with Islamic values in madrasahs, has not been extensively studied. In addition, no research has specifically examined the implementation of SDG 12 in social studies learning at MTsN Pematang Siantar. Based on this gap, this research offers a novelty in the form of a model for integrating SDG 12 into social studies learning based on Islamic values thru lesson planning, teacher strategies, contextual activities, madrasah culture, and the Pancasila Student Profile and Rahmatan lil 'Alamin (P5RA) Strengthening Program. This research is expected to contribute to the development of social studies learning based on Education for Sustainable Development (ESD) while also serving as a reference for integrating sustainable development values and Islamic values in a more systematic and applicative manner.

2. METHODS

This research uses a descriptive qualitative approach to examine the integration of Sustainable Development Goals (SDGs) 12 values, specifically Responsible Consumption and Production, in the Social Studies learning of 7th-grade students at MTsN Pematang Siantar. This approach was chosen because it can provide a deep understanding of phenomena in their natural context (Sugiyono, 2022). The research location was chosen because the madrasah has implemented the Merdeka Curriculum and has programs that support character education, environmental awareness, and sustainable development. Data were collected thru passive participatory observation over two months (8 meetings), semi-structured interviews, and documentation (Creswell, 2018). Observations focused on the learning process, teacher strategies, integration of SDG 12 values, and student behavior, while documentation included teaching modules, learning tools, assessments, and school documents. Research informants were selected using purposive sampling techniques, including the head of the madrasa, seventh-grade social studies teachers who have implemented the Merdeka Curriculum for at least one year, and seventh-grade students who actively participate in social studies learning and represent a variety of academic abilities (high, medium, and low). The number of research informants is presented in Table 1.

Table 1. Research Informants

No	Informant	Amount	Criteria for Informants
1	Head of Madrasah	1 person	Understanding school policies, the implementation of the Merdeka Curriculum, and character education programs
2	Social Studies Teacher for Seventh Grade	3 person	Teaching social studies to seventh graders and having implemented the Merdeka Curriculum for at least one year.

No	Informant	Amount	Criteria for Informants
3	Seventh Grade Students	7 person	Actively participating in social studies learning and representing high, medium, and low academic abilities.
Amount		11 person	

Data analysis using the interactive model (Miles, Huberman, & Saldaña, 2024) which includes data condensation, data presentation, and conclusion drawing and verification. The analysis process is carried out thru open coding, axial coding, and selective coding until it produces the main themes of the research. The validity of the data is ensured thru triangulation of sources, techniques, and time by comparing the results of observations, interviews, and documentation from the head of the madrasah, teachers, and students, thus obtaining credible and trustworthy findings (Moleong, 2024).

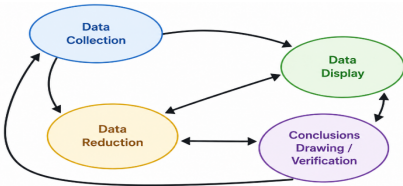


Figure 1. Interactive Model of Data Analysis

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Integration of SDGs 12 Values on Responsible Consumption and Production in Social Studies Learning for Seventh Grade at MTsN Pematang Siantar

Based on the observation results, the integration of Sustainable Development Goals (SDGs) 12 on responsible consumption and production has been implemented in the 7th-grade Social Studies learning at MTsN Pematang Siantar by linking the material on economic activities, natural resource utilization, and environmental preservation with contextual issues, such as resource wastage, single-use plastic usage, and waste management. Teachers implement discussions, question-and-answer sessions, and contextual learning to encourage students to think critically and understand the importance of applying the principles of Reduce, Reuse, and Recycle (3R) in daily life. The implementation of SDG 12 values is also supported by the school culture thru the habit of maintaining cleanliness, sorting waste, and conserving the use of school facilities. Although media for learning based on sustainable development is still limited, social studies education has been able to integrate the values of responsible consumption and production, thereby shaping the knowledge, attitudes, and character of students who are concerned about the environment and sustainable development. The results of the observations are also in line with the findings from the interviews, and the interview findings are presented in the form of a table below.

Table 2. Interview Results on the Integration of SDG 12 Values in Social Studies Learning

Informant	Interview Results
Head of Madrasah	"Madrasahs support the integration of SDG 12 values thru school learning and culture. Teachers are encouraged to link the material with environmental issues, while students are accustomed to saving water and electricity, maintaining cleanliness, and sorting waste as part of character building with an environmental concern".
Social Studies Teacher for Class VII-1	"In my social studies lessons, I connect the material on economic activities with community consumption behavior. Students are invited to understand the importance of using resources wisely, reducing waste, and applying the 3R principles so that they develop concern for the environment."
Social Studies Teacher for Class VII-2	"I use group discussions and case studies on plastic waste, household waste, and community consumption patterns. Thru these activities, students learn to find solutions to environmental problems based on the concept of responsible consumption and production."

Informant	Interview Results
Social Studies Teacher for Class VII-3	"I integrate the values of SDG 12 thru contextual learning by providing examples that are close to the students' lives. I also encourage them to use items according to their needs, save stationery, and reuse items that are still usable."
Student VII-1	"I learned that buying things should be based on needs, not wants. The teacher also taught us not to waste food and to reduce plastic use."
Students of VII-2	"After studying social studies, I more often bring my own water bottle and dispose of trash in its proper place according to its type because it helps protect the environment."
Students of VII-3	"Class discussions made me understand that unmanaged waste can harm the environment. Now I try to reuse items that can still be used."
Students VII-4	"The teacher explained that production activities must also pay attention to the environment. I learned that businesses or industries must reduce waste to avoid polluting the environment."
Student VII-5	"We discussed ways to reduce waste by applying the principles of Reduce, Reuse, and Recycle. The material was easy to understand because it was related to everyday life."
Students VII-6	"I became more economical in using water and electricity at school and at home after understanding that natural resources must be utilized responsibly."
Student VII-7	"Social Studies education made me realize that taking care of the environment is a shared responsibility. I strive to practice reducing waste and using items wisely every day."

Based on the results of observations and interviews, it can be concluded that the integration of SDG 12 values regarding responsible consumption and production has been well implemented in the seventh-grade social studies learning at MTsN Pematang Siantar. The integration was carried out by linking the material to environmental issues, applying contextual learning methods, discussions, and fostering a school culture that supports environmentally friendly behavior. The findings from the head of the madrasa, social studies teachers, and students indicate a consensus that the learning process not only enhances understanding of responsible consumption and production but also shapes students' attitudes and habits to conserve resources, apply the 3R principles (Reduce, Reuse, Recycle), and foster concern for environmental sustainability.

3.1.2. The Role of Social Studies Teachers in Instilling Responsible Consumption and Production Values in Seventh Grade Students

Based on the results of the observation, social studies teachers play a strategic role in instilling values of responsible consumption and production by integrating economic activity materials, the use of natural resources, and environmental preservation with real issues, such as resource wastage, the use of single-use plastics, and waste management. Teachers also implement discussions, question-and-answer sessions, and contextual learning to encourage students to think critically and understand the importance of applying the principles of Reduce, Reuse, and Recycle (3R) in daily life. The role of teachers is further strengthened thru exemplary behavior and the habituation of madrasah culture, such as maintaining cleanliness, sorting waste, and conserving the use of school facilities. Although media for learning based on sustainable development is still limited, teachers are able to utilize the surrounding environment as a learning resource, so that the learning not only enhances students' understanding but also shapes attitudes and behaviors that support sustainable development. The results of the observations are also in line with the findings from the interviews, and the interview findings are presented in the table below.

Table 3. Interview Results on the Role of Social Studies Teachers in Instilling SDG 12 Values

Informant	Interview Results (Verbatim)
Head of Madrasah	Social Studies teachers play an important role in instilling environmental awareness in students. The school supports this thru educational policies that integrate sustainable development values and habits such as maintaining cleanliness, conserving water and electricity, and sorting waste within the school environment.

Informant	Interview Results (Verbatim)
Social Studies Teacher for Class VII-1	"I not only explain the material about economic activities, but also relate it to the importance of using resources wisely. I want the students to understand that every consumption activity must consider its impact on the environment."
Social Studies Teacher for Class VII-2	"In the learning process, I use group discussions, case studies, and Q&A sessions so that students can think critically about environmental issues. I guide them in finding solutions thru the application of the Reduce, Reuse, and Recycle (3R) principle."
Social Studies Teacher for Class VII-3	"In addition to delivering the material, I strive to be a role model for the students, for example, by instilling the habit of keeping the classroom clean, conserving the use of school facilities, and encouraging them to use items according to their needs to form good habits."
Seventh Grade Class VII-1 Students	"The teacher always explains that buying things should be according to needs and not wasteful. We are also reminded not to waste food and to reduce plastic use."
Seventh Grade Class VII-2 Students	"When studying social studies, the teacher often gives examples that happen around us, making it easier for me to understand the importance of protecting the environment and conserving resources."
Seventh Grade Students of Class VII-3	The teacher invited us to discuss waste and how to address it. From that activity, I learned the importance of sorting waste and reusing items that are still usable.
Seventh Grade Students of Class VII-4	The teacher always reminds us to turn off the lights or fans when not in use and to keep the classroom clean as a form of responsibility toward the environment.
Seventh Grade Students of Class VII-5	"I became more aware that production activities must also consider the environment. The teacher explained that waste must be managed to avoid polluting nature."
Seventh Grade Students of Class VII-6	"Social Studies lessons have made me accustomed to bringing my own water bottle and using water more sparingly because the teacher often reminds us of the importance of conserving natural resources."
Seventh Grade Students of Class VII-7	"Teachers not only teach the material but also set an example in daily life. I am now more concerned about the cleanliness of the school and strive to implement waste-reducing habits at home."

Based on the results of observations and interviews, social studies teachers play an effective role as educators, facilitators, motivators, and role models in instilling the values of responsible consumption and production thru contextual learning, discussions, providing real-life examples, and habituating environmentally friendly behavior. These strategies have proven to enhance students' knowledge, awareness, and habits in applying the principles of responsible consumption and production. This research also shows that the integration of SDG 12 values in social studies learning is supported by the synergy between learning materials, contextual learning strategies, the Pancasila Student Profile and Rahmatan lil 'Alamin (P5RA) Strengthening Program, school culture, and the role of teachers. The integration of these components encourages the formation of more prudent behavior among students in using resources, applying the principles of Reduce, Reuse, and Recycle (3R), and caring for environmental sustainability, as depicted in the research conceptual model.

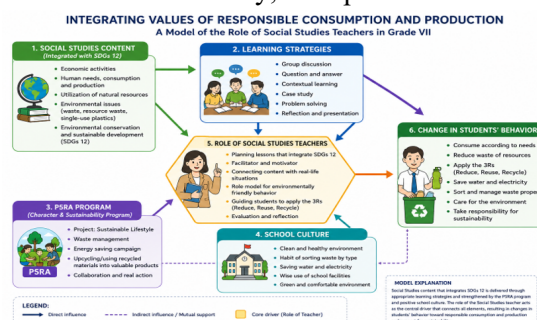


Figure 1. Model Integration of SDG 12 Values in Seventh Grade Social Studies Learning

Discussion

Integration of SDG 12 Values on Responsible Consumption and Production in Seventh Grade Social Studies Learning

The research results show that the integration of Sustainable Development Goals (SDGs) 12 on responsible consumption and production has been systematically implemented in the Social Sciences (IPS) learning for Grade VII at MTsN Pematang Siantar. The integration was realized through the connection of economic activities, consumption, production, natural resource utilization, and environmental preservation with various real problems faced by the community. These findings show that social studies learning is no longer solely oriented toward concept mastery, but has evolved into a learning process that builds ecological awareness and social responsibility among students in line with the goals of Education for Sustainable Development (ESD). (Yetisensoy & Rapoport, 2023) emphasize that the implementation of SDGs in education must be carried out through a learning process that connects academic concepts with real-life issues so that students can develop competencies in critical thinking, decision-making, and sustainable behavior. The findings of this study are in line with the research conducted by (Celik, 2022), which states that social studies education has a strategic position in integrating sustainable development values because social studies material discusses the relationship between humans, the environment, the economy, and social life. The research shows that students find it easier to understand the concept of sustainability when teachers relate the material to daily activities, such as waste management, energy use, and community consumption behavior. The research results at MTsN Pematang Siantar reinforce these findings because social studies teachers consistently connect the concepts of needs, consumption, and production with issues such as the use of single-use plastics, resource wastage, and waste management, so that students understand that every economic decision has environmental consequences. The implementation of learning through group discussion methods, contextual learning, and case studies also aligns with the research findings (Glavič, 2021) which emphasize that the development of sustainability competencies cannot be achieved through lectures alone, but requires participatory learning that encourages students to analyze problems, evaluate alternative solutions, and make responsible decisions. In this study, students not only receive information about responsible consumption and production but also actively discuss various environmental issues and formulate solutions based on the principles of Reduce, Reuse, and Recycle (3R). These activities demonstrate the development of critical thinking skills, problem-solving abilities, and awareness of the impact of consumption behavior on environmental sustainability. Furthermore, the interview results show that teachers use examples that are close to the students' lives, such as bringing their own water bottles, reducing plastic use, saving water and electricity, and reusing items that are still usable. These findings are in line with the research by Tsehay, Belay, & Seifu (2024), which found that contextual-based learning can enhance the internalization of sustainability values because students gain learning experiences relevant to their daily lives. The contextual approach makes the concept of the SDGs not understood as an abstract theory, but as a behavioral guideline that can be practically applied in the family, school, and community environments.

The implementation of SDG 12 values at MTsN Pematang Siantar is also reinforced through the school culture that encourages students to maintain classroom cleanliness, sort waste by type, and use school facilities sparingly. These findings support the research results (Rahmawati, Taylor, Taylor, Ridwan, & Mardiah, 2022) which explain that the success of sustainable development education is greatly influenced by a school culture that consistently fosters environmentally friendly habits. Sustainable education will be more effective if the values taught in the classroom are reinforced through habituation in school life, creating continuity between the cognitive, affective, and psychomotor aspects of students. Thus, the culture of the madrasah serves as a medium for the

internalization of values that strengthens the formation of an environmentally caring character. The research findings also show a harmony of perception among the head of the madrasa, social studies teachers, and students regarding the importance of implementing responsible consumption and production. The head of the madrasah emphasized school policy support thru an energy-saving culture and waste management, while teachers implemented it in their teaching strategies. On the other hand, students have shown behavioral changes such as the habit of bringing their own water bottles, reducing plastic use, not wasting food, conserving water and electricity, and applying the 3R principles in their daily lives. This alignment shows that the integration of SDG 12 has been carried out holistically thru the synergy between school policies, learning practices, and the habituation of student behavior. These results align with the research by Kumar, Choudhary, & Singh (2024), which states that education for sustainable development will succeed if supported by the entire school ecosystem thru policies, curriculum, learning, and organizational culture. However, this study also found a limitation in the unavailability of learning media specifically designed to integrate all 12 SDG indicators into social studies education. Teachers still develop materials based on their individual creativity by utilizing contextual examples around the students. These findings are in line with the research by Indriyani, Syaharuddin, & Jumriani (2021), which states that one of the challenges in implementing Education for Sustainable Development in schools is the limited availability of learning tools, modules, media, and teaching materials that explicitly integrate the SDGs into the curriculum. Therefore, the development of SDG-based learning tools is necessary so that the integration process can proceed in a more systematic, structured, and sustainable manner. Overall, the results of this study indicate that social studies learning at MTsN Pematang Siantar has successfully integrated SDG 12 values thru a combination of learning materials, contextual learning strategies, discussion methods, case studies, and a school culture that supports environmentally friendly behavior. The integration not only enhances students' conceptual understanding of responsible consumption and production but also shapes their character, attitudes, and habits that reflect the principles of sustainable development. Thus, social studies education contributes significantly to supporting the achievement of Sustainable Development Goals, particularly SDG 12, by shaping a generation with environmental literacy, social responsibility, and awareness of using resources wisely.

The Role of Social Studies Teachers in Instilling Responsible Consumption and Production Values in Seventh Grade Students

The research results show that social studies teachers play a very strategic role in instilling the values of Sustainable Development Goals (SDGs) 12 about responsible consumption and production to seventh-grade students at MTsN Pematang Siantar. That role is not only realized thru the delivery of learning materials but also thru the teacher's functions as an educator, facilitator, motivator, and role model in shaping the character of the students. Teachers integrate the concepts of economic activities, consumption, production, natural resource utilization, and environmental preservation with various real issues, such as the use of single-use plastics, energy waste, and waste management. These findings indicate that social studies education has moved toward an Education for Sustainable Development (ESD) approach, which emphasizes the development of knowledge, skills, attitudes, and values to support the creation of sustainable development. (Iskandar, Thalal, Sari, & Azhari, 2026) explain that teachers are the main actors in integrating sustainable development goals into learning thru contextual and student-centered learning experiences. The findings of this study are in line with the research results of (Hati, Amna, & Wardi, 2026), which state that the success of implementing Education for Sustainable Development is greatly influenced by teachers' competence in connecting learning materials with social and environmental issues occurring in real life. Teachers no longer function as mere conveyors of information, but as facilitators who guide students to build understanding thru meaningful learning experiences. This condition is evident in

the IPS learning at MTsN Pematang Siantar, where the teacher connects the material on economic activities with community consumption behavior and its impact on the environment, enabling students to understand the relationship between economic activities and environmental sustainability. The role of the teacher as a facilitator who implements group discussions, case studies, question-and-answer sessions, and contextual learning also supports the development of students' critical thinking skills. These findings are in line with the research (Mulyana, Ruhimat, Mulyana, & Wiyanarti, 2025) which explains that education for sustainable development must use a participatory learning approach so that students can identify problems, evaluate various alternative solutions, and make responsible decisions. In this study, the teacher provided students with the opportunity to discuss issues related to plastic waste, resource wastage, and waste management, and then guided them in formulating solutions thru the application of the Reduce, Reuse, and Recycle (3R) principles. The process demonstrates that the teacher successfully developed critical thinking skills while also fostering ecological awareness among the students. Interview results show that the teacher consistently connects learning materials with daily habits, such as buying items according to needs, reducing plastic use, bringing reusable water bottles, conserving water and electricity, and repurposing items that are still usable. These findings are in line with research by Shih (2024), which found that context-based environmental learning can enhance students' understanding of sustainable development concepts while also encouraging behavioral changes toward a more environmentally friendly lifestyle. This shows that learning will be more effective if students gain experiences relevant to their lives, making it easier for them to internalize the values being taught.

In addition to serving as facilitators, social studies teachers also play the role of motivators in raising students' awareness about the importance of environmental sustainability. Based on the interview results, teachers continuously encourage students to adopt energy-saving behaviors, reduce waste, and be responsible for the use of natural resources. These findings support the research by Saripudin, Komalasari, & Anggraini (2021), which states that the motivation provided by teachers is an important factor in shaping pro-environmental attitudes because students tend to imitate the values and behaviors consistently demonstrated by teachers during the learning process. This research also found that teachers serve as role models by instilling habits of maintaining classroom cleanliness, disposing of waste according to its type, conserving the use of school facilities, and demonstrating simple consumption behaviors. The role of exemplification received a positive response from students who reported starting to adopt various environmentally friendly habits both at school and at home. This result is in line with the research (Miao, Meadows, Duan, & Guo, 2022) which explains that character formation in sustainable education will be more effective if teachers not only teach concepts but also demonstrate real practices that can be emulated by students. The exemplary behavior of teachers becomes a very effective learning medium because students learn thru observation and direct experience. Furthermore, research results show that the success of teachers in instilling SDG 12 values is closely linked to the support of school culture and the implementation of the Pancasila Student Profile and Rahmatan lil 'Alamin (P5RA) Strengthening Program. The school culture that encourages students to maintain cleanliness, conserve water and electricity, sort waste, and apply the 3R principles reinforces the values learned in the classroom. These findings align with the research by Balbin & Balbin (2024), which explains that the implementation of Education for Sustainable Development requires a whole school approach, involving all components of the school thru policies, curriculum, learning, organizational culture, and participation of the school community. Thus, classroom learning and school culture complement each other in shaping students' characters to be environmentally conscious. The findings of this study also show a change in student behavior after participating in social studies lessons that integrate the values of SDG 12. Students admitted to being more prudent in using items according to their needs, reducing the use of single-use plastics,

bringing their own water bottles, conserving water and electricity, and being more concerned about waste management.

These changes indicate that the learning process not only results in cognitive improvements but also impacts affective and behavioral aspects. These results support the research (Erol, 2021) which states that the indicators of success for Education for Sustainable Development are not only measured by the increase in knowledge but also by changes in attitudes, values, and behaviors of students in their daily lives. However, this study also found a limitation in the unavailability of learning media specifically designed to integrate all SDG 12 indicators into social studies education. Teachers still develop materials independently by utilizing the surrounding environment as a learning resource. This finding is in line with the research (Zong, 2022) which states that one of the challenges in implementing the SDGs in schools is the limitation of modules, media, and learning tools based on sustainable development. Therefore, the development of teaching materials, digital learning media, and SDG-based social studies modules is necessary to make the learning process more systematic and capable of enhancing the effectiveness of internalizing sustainable development values. The conceptual model produced in this study shows that the instillation of SDG 12 values is formed thru mutually reinforcing relationships between IPS learning materials, contextual learning strategies, the role of teachers, school culture, and the Pancasila Student Profile Strengthening and Rahmatan lil 'Alamin (P5RA) Program. The teacher becomes the main link that integrates all these components, resulting in changes in students' knowledge, attitudes, and behaviors toward more responsible consumption and production. These findings expand on previous research, which generally only highlighted the role of teachers or learning strategies separately. This research shows that the success of internalizing the values of SDG 12 depends on the synergy between classroom learning, teacher role modeling, strengthening school culture, and the implementation of the P5RA program. Thus, the resulting conceptual model contributes theoretically to the development of social studies learning based on Education for Sustainable Development, while also serving as an implementable model that can be replicated in madrasahs and other schools to support the achievement of Sustainable Development Goals, particularly SDG 12.

4. CONCLUSION

This research shows that the integration of Sustainable Development Goals (SDGs) 12 on responsible consumption and production has been successfully implemented in the 7th-grade Social Studies learning at MTsN Pematang Siantar thru the integration of materials, application of contextual learning, discussions, case studies, school culture, and the Pancasila Student Profile and Rahmatan lil 'Alamin Strengthening Program (P5RA). Social Studies teachers play the role of educators, facilitators, motivators, and role models who are capable of fostering knowledge, attitudes, and behaviors in students to apply the principles of Reduce, Reuse, and Recycle (3R) and use resources wisely. The research findings produced a conceptual model that emphasizes that the success of instilling SDG 12 values is determined by the synergy between learning materials, teaching strategies, school culture, the P5RA program, and the role of teachers. The implications of this research contribute to the development of social studies learning based on Education for Sustainable Development (ESD) and serve as a reference for schools and teachers in integrating sustainable development education into the learning process. This research is still limited to one research location with a qualitative approach, so the results cannot yet be widely generalized. Therefore, it is recommended that future research involve more schools, use mixed methods or experimental approaches, and develop and test the effectiveness of SDG-based learning tools to obtain a more comprehensive picture of the implementation of sustainable development education.

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