

# The Integration of Sustainable Consumption Education on Social Studies Learning to Increase Students' Intention Toward Environmental Sustainability

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**Abstract**—Towards sustainability requires a revolution in understanding and solving environmental problems. Sustainable consumption education is an education that is indispensable to form individuals who have a sense of responsibility towards the environment by being wise in choosing their daily needs. Sustainable consumption education is not a field of study that stands alone, it is integrated into a field of study in school. The Purpose of this research is to develop the model of sustainable consumption education on learning social studies in junior high school to increase student's attention to towards sustainability environment. This study reviews various literatures to strengthen the evidence of the model proposed. It is proposed that various themes on the social studies lesson is believed to be effective way to educate student on the understanding of sustainable consumption issues and make them to make an enough action to show their attention to the environment.

**Keyword**—*Environmental, Sustainable Consumption Education, Social Studies.*

## I. INTRODUCTION

As time goes by, the number and quality of natural resource services has declined. Natural resources are running low and the earth is losing its ability to meet human needs [4]. Based on the projection results show that Indonesia's population over the next twenty-five years continues to increase, from 238.5 million in 2010 to 305.6 million in 2035 [2]. This large population has the consequence of the high need for natural resources and consumption continues to increase, suggesting that the impacts on environment will also continue to grow [1] [3].

Increasing consumption can be seen from extraordinary events such as The National Online Shopping Day. The National Online Shopping Day was established in 2012. One of the e-commerce curator platforms, ShopBack is partnering with more than 1500 trading partners, including Shopee, Lazada, Blibli, Tokopedia, Bukalapak, and others, the average spending every customer on 11<sup>th</sup> November 2018 is worth IDR 840,177 or up about 63% compared to last year and ShopBack claims to record the highest

transaction in 2018 when The National Online Shopping Day 12.12 took place. The number of transactions recorded increased by 3 times compared to the average daily transaction or 5 times higher than the same period in the previous year. [4]

Given that the event is always equipped with excessive consumption [5]. Without proper management, production together with consumption is the main sources of environmental problems [6]. This is because the by-products of consumption are pollution and a reduction in the usefulness of energy materials for future consumption [7]. Without efforts to reduce over-consumption and exploitation of natural resources, with a large and ever-increasing population, Indonesia will face scarcity of natural resources and environmental degradation [8]. Consumption patterns today must be changed to advance human development tomorrow [9]. Environmentally responsible consumer behavior relates to consumption activities that benefit or cause less harm to the environment than substitutable activities [10] [11].

Policy is needed from everyone to be wiser in consuming existing natural resources. Many changes must be made in policy and education [12]. Therefore, it becomes crucial as to how our education system prioritizes reality, currently sustainable consumption education in the formal education curriculum and in non-formal education is a challenge, because sustainable consumption education in general has not become priority towards sustainable development. Another challenge in Education for Sustainable Consumption lies in the effort to motivate individuals to realize that they can take part to shape the future by implementing sustainable ways of life [13].

Both existing and emerging problems, globally interrelated and complex "ill-defined problems" [14], can only be solved if professionals have integrative competencies [15] [16] [17] [18] these competencies include the ability to cooperate with scholars from different disciplines (interdisciplinarity) and practitioners (transdisciplinary). Integrating

Sustainable Consumption Education into formal education, from primary school to higher education program, is fundamental. Children and youth, who are at the same time among the most vulnerable and influential consumers, are eager to receive better tools that will help them to shape tomorrow's world into a more sustainable one and become not only consumers but responsible citizens [19].

Sustainable consumption education has not become a major subject in formal education. However, sustainable consumption education is an education that is indispensable to form individuals who have a sense of responsibility towards the environment with a wise nature in choosing their daily needs. In this case, sustainable consumption education can be integrated into various subjects, one of which is Social Studies.

## II. LITERATURE

### A. Sustainable Consumption Education

The definition of sustainable consumption is further elaborated for developing and developed countries [13]:

- In developing countries, where there are often insufficient accessible resources to meet basic needs, sustainable consumption would target more efficient use of resources, thereby effectively expanding the resource base to meet human needs. Examples include increasing access to energy through renewable or clean energy technologies and the use of forests for energy, food and construction in such a way that the forests are not irreversibly damaged and can regenerate themselves.
- In developed countries, where resource use is more excessive, wasteful and inefficient, the emphasis is on altering consumption patterns to achieve reduced overall material and energy use, as well as reduced intensity per unit of functional utility. Here an example could be changing consumer preferences towards organic produce, which has lower resource inputs and environmental impacts than produce from conventional farming methods.

Education for Sustainable Consumption (SCE) is education that allows people to understand the environmental, social and economic impacts of consumption choices, which are then realized in real action in everyday life. Education itself does not in itself change their actions in consuming but it can accelerate the expected changes. Sustainable Consumption Education is an extraordinary way as the first step in Sustainable Development Education because Sustainable Consumption Education is in direct contact with everyday problems [19].

The high demand for environmental services from limited natural resources, consumers need to make responsible decisions when they want to do consumption transactions. Consumer choices are shaped by a wide variety of factors, both before purchase and in store. Which factors predominate in

consumer choices vary by product category, level of consumer awareness, the nature and extent of regulatory intervention as well as by geography, culture and income level [13]. Choosing is a complex act, influenced by social context, cultural attitudes and education as well as the availability of product information, the range of choice and how goods and services are marketed.

Ultimately, consumer decision-making operates at three levels: 1) rational, conscious decisions based on information about the price, attributes and performance of products and services – some of which may relate to utility to an individual, some of which may be more social. Though price is the single greatest factor in consumer decision-making, purely rational decisions are rare. Most of the information presented to consumers is confusing; 2) Emotional: beliefs, emotions, brand image, established habits, social influences and heuristics – mental shortcuts – all play a role here. A large part of consumer decision-making depends on emotion, intuition or habit. Some 70% of items purchased every week are repeat purchases, with little or no conscious consideration of alternatives. Behavior breakers tend to relate to price and promotions; 3) Contextual: choice is also influenced by the environment in which a consumer decides, both the immediate physical environment and the broader social and cultural context. Social norms matter, particularly when the choice of a product or service is visible to others. Personal recommendations can be highly influential. [9]

Education for sustainable living involves rethinking definitions of human needs and desires. It includes learning about the principles of moderation and sufficiency as means of curbing social, economic and environmental imbalances. Education for sustainable living consists of the acquisition of knowledge, attitudes and skills necessary for functioning today. As an important dimension of education for sustainable development, education for sustainable living is responsibility learning, which aims to contribute to the individual's ability to manage his or her own life while also participating in the stewardship of the global society's collective life. [20].

In environmental aspects, humans are faced with the problem of natural resources in everyday human life such as food security, availability of water, lack of energy and transportation, air pollution, illegal logging, improper use of pesticides in agriculture, fishing with bombs that damage coral reefs, and even with rubbish resulting from current lifestyles, and so forth. Sustainable Consumption Education carries a message that environmental problems need to be handled with responsible consumption patterns so that people can still obtain natural resources to sustain their lives.

Sustainable consumption education not only thinks about the impact of consumption in the present, but sees the long-term consequences of existing consumption patterns, as a responsibility for future generations. With the right consumption pattern, Sustainable consumption education helps to make use of natural resources not only consumed in the present but available for the future.

### B. Social Studies

Social studies according to National Council for Social Studies are integrated studies of social sciences and humanities to support citizen competencies. In school programs, social studies provide coordinated, systematic studies that support scientific disciplines such as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural Science. The main purpose of social studies is to help young people develop the ability to make reasonable and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. [21]

Integrated social studies of knowledge and skills across academic fields. This integration makes it possible to see things from various perspectives and to determine interconnections and relationships among diverse people, cultures, and phenomena [22]. Roberts & Kellough state integrative support also helps students to learn more deeply, think more broadly, and develop more challenging understandings [23]. Global education is another important form of integration. teacher is as much as possible to integrate local and national problems with global problems.

The purpose of Social Studies education and sustainable consumption coexist namely Social Studies has the aim of making students as good citizens. One of the characteristics of being a good citizen is the ability to change lifestyles to protect the environment [24].

### III. RESULT AND DISCUSSION

Sustainable Consumption Education can be taught as part of existing subjects/disciplines [13]. The multidisciplinary approach used in social studies education will be able to achieve the expected competencies in sustainable consumption education. Characteristics of social studies education in accordance with what is expected by sustainable consumption education, namely: 1) Understanding the pattern of human life; 2) Understanding the content and processes in learning; 3) Needed for information retrieval process; 4) Required as problem solving and decision making. Sustainable consumption education and social studies can go hand in hand for the realization of environmental sustainability for the future.

Raising the issue of Sustainable Consumption Education in the classroom will help the teacher to make the issue relevant to students' daily lives. The following are examples of several questions that can be discussed in class [19]:

1. Where do the food, clothing, and wooden furniture come from at home?
2. How can these objects reach me?
3. What is the impact on other humans and the environment?

These questions can be adapted to the theme of selected Sustainable Consumption Education. The theme selection process can begin by identifying the Basic Competencies students want to achieve in each semester. Furthermore, the teacher can identify the theme of sustainable consumption education that can be learned by students in social studies subjects. The following are examples of themes in Sustainable Consumption Education and become references when choosing themes and planning learning activities [25] [13]:

TABLE 1. THE THEMES OF SUSTAINABLE CONSUMPTION EDUCATION THAT CAN BE TAUGHT TO STUDENTS

Life quality	Lifestyles
<ul style="list-style-type: none"> <li>• Values, needs, desires</li> <li>• Human rights, ethical codes and spiritual principles</li> <li>• Sufficiency and moderation</li> <li>• Sustainable development</li> <li>• Sustainable consumption</li> </ul>	<ul style="list-style-type: none"> <li>• History of social and economic development</li> <li>• History of consumption</li> <li>• Present social conditions</li> <li>• Present consumption patterns</li> <li>• The symbolic roles of consumption</li> <li>• The role of the family</li> <li>• Alternative lifestyles</li> </ul>
Resources	Economics
<ul style="list-style-type: none"> <li>• Natural</li> <li>• Human</li> <li>• Financial</li> <li>• Technological</li> <li>• Organizational</li> <li>• Interrelatedness of systems and processes</li> <li>• Balances and imbalances</li> </ul>	<ul style="list-style-type: none"> <li>• Economic models and practice</li> <li>• Production and trade</li> <li>• Multinational companies</li> <li>• Social responsibility</li> <li>• Savings, loans, investments</li> <li>• Financial services and instruments</li> <li>• E-commerce</li> </ul>
Consumption and the environment	Consumer rights and responsibilities
<ul style="list-style-type: none"> <li>• Product life cycles and traceability</li> <li>• Packaging</li> <li>• Recycling, reusing, repairing products</li> <li>• Energy</li> <li>• Housing</li> <li>• Transportation</li> <li>• Communication</li> <li>• Entertainment</li> <li>• Tourism</li> <li>• Climate, soil and water protection</li> <li>• Biodiversity</li> <li>• Waste management</li> <li>• Ecological impact</li> </ul>	<ul style="list-style-type: none"> <li>• Laws and norms</li> <li>• Agreements and contracts</li> <li>• Consumer protection policies</li> <li>• Transparency/accountability</li> <li>• Complaints, redress, replacement, reimbursement</li> <li>• Conflict resolution</li> </ul>
Information management	Health and safety
<ul style="list-style-type: none"> <li>• Digital literacy</li> <li>• Media literacy</li> <li>• Advertising and persuasion</li> <li>• Labelling</li> </ul>	<ul style="list-style-type: none"> <li>• Food safety</li> <li>• Gene-modified organisms</li> <li>• Diet and nutrition</li> <li>• Ecological, organic food</li> </ul>

<ul style="list-style-type: none"> <li>• Peer pressure</li> <li>• Data-based information systems</li> <li>• Consumer support agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Addictive's</li> <li>• Lifestyle illnesses and epidemics</li> <li>• HIV/AIDS</li> <li>• Social services</li> <li>• Product safety</li> <li>• Labelling and quality control</li> </ul>
<b>Change management</b>	<b>Global awareness</b>
<ul style="list-style-type: none"> <li>• Creativity and innovation</li> <li>• Future perspectives</li> <li>• Active citizenship</li> <li>• Stakeholder involvement</li> <li>• Community service</li> </ul>	<ul style="list-style-type: none"> <li>• Global interdependence</li> <li>• Energy, trade, commerce, agriculture, land use</li> <li>• Poverty</li> <li>• Human rights</li> <li>• Labor rights</li> <li>• Crime</li> <li>• Precautionary principle</li> <li>• Fair trade</li> <li>• Millennium Goal</li> <li>• World citizenship</li> </ul>

The various themes above can be integrated into social studies learning. Social Studies teacher can sharpen the achievement of Basic Competencies related to the environment by always communicating material in real action in everyday life so that students become more aware of the need to act to save natural resources and minimize the negative impacts of nature. In addition to raising the issue of Sustainable Consumption Education in the classroom, it will help teachers to make the issue relevant to the daily lives of students, and at the same time make the atmosphere of learning more interesting and help students to see the relationship between various aspects concerning the issue of Sustainable Consumption Education and complexity.

The following are examples of the application of the theme of Sustainable Consumption Education in Social Sciences Class 8, namely choosing the theme of human lifestyle and its impact taught on basic competencies 3.4 Describing the shape and nature of the dynamics of human interaction with natural, social, cultural and economic environments As well as basic competencies 4.3 Presents observations about the forms and dynamics of human interaction with the natural, social, cultural and economic environment in the surrounding community.

Furthermore, teachers identify the knowledge, skills, values and attitudes that will be developed during the learning process. This identification will help teachers to ensure that religious attitudes (Core Competence 1) and social attitudes (Core Competence 2) are achieved in line with achievement of knowledge (Core Competence 3) and skills (Core Competence 4). In the learning process the teacher can use various existing learning methods tailored to the material being taught. Generally, the outcomes of Sustainable Consumption Education could be defined as: 1) Knowledge of one's rights and responsibilities as citizens, consumers and workers; 2) Skills to function as informed and reflecting consumers citizens. Socially responsible behavior including: 1) Critical awareness; 2) Action and involvement; 3)

Social and ecological responsibility; and 4) Global solidarity [25].

Sustainable consumption education needs to include approaches that pay attention to individual concerns and responsibilities in the physical environment, and social, cultural, even trust and emotional contexts. From the environmental dimension, the considerations made can include the following:

1. Use of environmental services from natural resources efficiently. Choose a product that minimizes possible use of natural resources such as water and energy.
2. Low negative impact on the environment. Choose products that have a low impact on the environment by paying attention to the level of river pollution has a far wider impact.
3. Choose recognized eco-label products, namely products manufactured with inputs and processes that are environmentally friendly and the products are also environmentally friendly (efficient use of natural resources, minimum waste, minimum pollution, and packaging handling efforts, etc.). Buy products according to your needs, not excessive, even for eco-label products. For all types of products, consumers should buy enough, and not excessive, which means helping to reduce the use of natural resources. This principle also applies to eco-label products, which are only consumed as needed
4. 3R (reduce, reuse, recycle) reduces the amount of waste, reuse, and recycle). The goal of 3R is the use of natural resources which can be reduced and the negative impact on the environment is reduced because waste can be minimized. Reduce the amount of waste in various ways such as buying new products only for those that are often used, products with as little packaging as possible (not layered), going with a group in one car and not one small car, reading newspapers and magazines online rather than buying newspapers and throwing them away, etc.
5. Buy local products. As far as possible, use local products to meet needs. This attitude ensures savings in the use of natural resources (for transportation, packaging, etc.), develops local natural potential, fosters community knowledge and expertise in the use of local natural resources, and even increases the resilience or sovereignty of the community or country. [19] [26] [13].

Sustainable Consumption Education is a very useful way of learning because it directly engages students in concrete actions in sustainable consumption and through the process of learning from experience, and desires that are built together to the grounded principles of sustainable consumption and sustainable development.



Through this social study learning, our students become people who have a sense of environmental responsibility and social responsibility, even moral responsibility, for the sake of human life for now and for the future. Social studies learning not only synthesizes concepts that are relevant among economics, education and social sciences but also educational and development goals and socio-economic problems in people's lives. Through sustainable consumption education, students can realize the value they get from economic learning related to the environment in real action in everyday life.

#### A. Education Sustainable Consumption Assessment

The teacher is normally responsible for choosing the SCE evaluation criteria and methods. The evaluation itself can be carried out in collaboration with students using self-evaluation, peer evaluation and other methods. In some schools written individual exams are the traditional form of evaluation. This form of assessment functions for SCE in only some cases. Individual written examinations do not necessarily give feedback about the extent to which the student is able to function in society. Nor do they reflect the student's ability to apply the knowledge the student has gained. If the final goal of SCE is to develop critical, aware, consumer citizens, alternatives to the usual exam might be more useful. Here are some suggestions:

1. Portfolio assessment is a means of evaluating the student's progress by selecting examples of their work throughout the learning process that indicate progress and content.
2. Group examinations are a positive tool for assessment. Because many SCE issues are controversial, a group examination demands that students move from opinion to a meta- cognitive level of understanding.
3. Showcasing, such as producing a (school) newspaper, making an exhibition or creating "professional" presentations: boards, video, tapes are ways of making concrete summaries that can be used for evaluation of the learning process.
4. Using the internet is one form of assessment that can be to test students' abilities to carry out research via the internet and to use it as a communication platform for consumer citizenship.
5. Research and direct trials analysis of products, production and services can also be used as the basis for assessment.
6. Self-evaluation: This is the student's own evaluation, during the course, at the end of the course and after some time (maybe one month after the end of the course), which examines if the learning process had any impact on their way of life.
7. Pass/fail status: In many cases the assessment can be trickier than in "traditional subjects" – there are not so many final truths, and everyone has a right

to their own opinion. One can assess participation, open-mindedness, and understanding of the main problem areas. Classes can be on a pass/fail course, not graded at different levels.

8. Inclusion of questions/tasks about SCE topics in existing exams in other subjects: If SCE occurs as a cross-cutting interdisciplinary theme, then inclusion of questions in the exams of the individual subjects is a means of securing assessment of the learning process. [13].

#### IV. CONCLUSION

Sustainable Consumption Education brings the message that environmental problems need to be handled with a responsible consumption pattern so that people can still obtain natural resources to support their lives. Sustainable consumption education and social studies can go hand in hand for the realization of an environmental sustainability for the future. Social studies that can be developed. It is expected that sustainable consumption education can form individuals who have a sense of responsibility towards the environment with a wise nature in choosing their daily needs. The actions taken by individual consumers are not enough to make social change, need to be supported by a policy framework, especially policies will refer to specific local situations, so that Sustainable Consumption Education can be integrated relevant in the local curriculum.

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