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Internalization of Environmentally Conscious Character Based on Ecological Citizenship at Junior High School

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Abstract

This study aims to analyze the process of internalizing an environmentally conscious character based on ecological citizenship at junior high school. The study uses a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation, and analyzed using an interactive analysis model. The results show that the internalization of environmental awareness values occurs gradually and continuously in accordance with Krathwohl's affective domain, including the stages of receiving, responding, valuing, organization, and characterization. This process is reinforced through the integration of the four main dimensions of ecological citizenship, namely environmental knowledge, environmental attitudes, environmental skills, and environmental participation. The findings reveal that teacher role modeling, environmentally-friendly school policies, contextual learning, environmental projects, and synergy between schools, parents, and the community are the main factors supporting the internalization of values. Meanwhile, differences in students' levels of awareness, consumerist culture, and inconsistent role modeling in the family environment are obstacles that need to be overcome. This research contributes to the development of civic education studies by emphasizing the role of the affective domain in shaping an environmentally conscious character as the civic identity of students oriented towards sustainability.

Keywords: *ecological citizenship, internalization of values, environmentally conscious character, civic education*

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Introduction

Global environmental degradation is a phenomenon of declining environmental carrying capacity due to human activities (Dewantara et al., 2024; Droz, 2022). he situation of ecological crisis has a broad impact on social life. It demands collective awareness. Character education is an important instrument in preparing a young generation that is civilized, responsible, and cares about the environment. Character education is an important instrument in preparing a young generation that is civilized, responsible, and cares about the environment (Chairunnisa & Istaryatiningtias, 2022; Hafina et al., 2022).

Indonesia's ecological conditions underscore this urgency. The 2024 *Environmental Performance Index* (EPI) ranks Indonesia 163rd out of 180 countries, with an overall score of 33.6 and an index of 5.9 covering 11 categories of environmental issues as key issues. The 2024 World Wide Fund for Nature (WWF) survey shows that the government's attention is focused on plastic waste management (81%), access to clean water and green city development (69%), and damage to biodiversity, flora, and fauna (58%). Reflects the current environmental crisis, which requires citizens to be aware and prepared to take action for ecological sustainability.

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Ecological citizenship is an important construct in education. Ecological citizenship, as a theoretical framework that forms the basis of environmental management ideas, emphasizes individual responsibility for the environment and the interconnection between communities (Chan, 2023; Magaña et al., 2025; Sherma et al., 2024). In this context, citizenship education plays an important role in connecting citizenship issues with environmental concerns, encouraging citizen involvement in decision-making processes related to environmental policy, and fostering concrete actions oriented towards solving environmental problems for the younger generation to become responsible agents of change (Akman et al., 2022; Mahat et al., 2020; Saripudin et al., 2021; Scoville, 2016; Symons & Karlsson, 2018; Waltner et al., 2019).

Through the principles of ecological citizenship, which emphasize empathy, understanding, and collective action to preserve the environment, it implies the adoption of a mindset as ecological citizens who prioritize harmony for all creatures on earth (Sherma et al., 2024). This approach places harmony between humans and nature as the main goal of contemporary citizenship practices, through increasing empathy, awareness, and participation to shape an ecological younger generation. Instilling good values and character assessment in students can be done through character education (Kim et al., 2019). Character education serves as the foundation for building a young generation that is intellectually competent, but also has integrity, quality, and concern for others (Shururi et al., 2025), especially in addressing environmental issues through the internalization of environmental values among students in junior high school.

The development of critical awareness and ecological empathy through the integration of ecological citizenship at the elementary and secondary levels can strengthen the character of the younger generation (Hadjichambis et al., 2022). Environmental awareness is one of the values in character education carried out through Character Education Strengthening internalized in students through character education. Environmental awareness is one of the fundamental aspects of solving environmental challenges. In line with UNESCO's *Education for Sustainable Development* (ESD), which emphasizes increasing awareness and responsibility for the environment through environmental literacy (UNESCO, 2020), stated in ESD goal 4, specifically target 4.7, which places education as the foundation for implementing sustainable development SDGs.

Environmental awareness refers to actions that seek to prevent damage and repair it (Baroroh & Rohayanti, 2022; Prabwati et al., 2021). Environmental awareness is an important value to be internalized by students, especially adolescents, and schools, as places where values are instilled, facilitate their continued development. An environmentally conscious character helps students develop awareness and responsiveness to environmental issues, especially in the face of environmental damage. Field observations show that students' awareness of environmental conservation is relatively low, with inorganic waste still found scattered around classrooms, and graffiti on walls and chairs (Qodriyanti et al., 2022; Susanti et al, 2019). The condition indicates that students do not yet have a good level of concern. Furthermore, knowledge, attitudes, and behaviors that are in line with sustainability have an impact on environmental understanding and readiness to minimize the risk of ecological disasters, both preventively and adaptively (Harada et al., 2023; Wetering et al., 2022).

Sekolah Menengah Pertama Negeri 1 Kota Surabaya is a pioneer school in Surabaya, located in the heart of the city. It is known for its academic achievements, but also for its commitment to the environment through its school branding, "A school of diversity and environmental culture." The diversity of students from various social, economic, and cultural backgrounds makes this school a miniature of the diversity of society, reflecting the spirit of diversity. This condition becomes social capital in strengthening the values of mutual cooperation and mutual respect for differences created in the school environment. Furthermore, the school's vision of being environmentally oriented, namely a culturally diverse school with various programs and cultural developments, has become an attraction for the people of Surabaya.

The awareness of schools as formal institutions plays a strategic role in the internalization of important values. As Andersson (2017) states, education is one of the factors that creates public awareness to support sustainable development. The formal education system helps in acquiring civic knowledge and developing intellectual capacity that supports noble behavior as good citizens (Costa, 2023). The process of cultivating values through education as a learning process has great potential in shaping responsible individuals (Nurdiansyah & Komalasari, 2023). Students at SMP Negeri 1 Surabaya already have environmental awareness, but it has not been implemented consistently.

Research conducted by (Wahidin & Lathifah, 2024) shows that strengthening environmental awareness through ecological citizenship in schools can shape awareness and participation in environmentally conscious behavior, with protecting and preserving the environment becoming a characteristic of civilized citizens (Aulia et al, 2018).Responsible resolution of environmental issues can shape pro- environmental behavior among

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students through environmental cadres (Sulistyarini et al., 2022). In line with (Latifah et al., 2019), who revealed that the implementation of ecological citizenship in schools through the Adiwiyata program can develop civic disposition driven by the development of citizenship education.

Previous studies have emphasized the cognitive aspects of environmental education, but have not systematically revealed the process of internalizing environmental values through the perspective of ecological citizenship. In fact, this approach emphasizes individual responsibility for the environment and citizen involvement in decision-making (Ariza et al., 2021; Chan, 2023; Magaña et al., 2025). The research gap described above highlights the need for studies that emphasize the affective dimension in the formation of environmental values. This study offers an approach through the process of internalizing environmental values based on ecological citizenship. Schools that are diverse and environmentally conscious as part of their *branding* present a different approach to internalizing values. Considering what has been described, empirical studies on the internalization of environmentally conscious character in secondary schools need to be conducted. The difference from previous studies lies in the use of Krathwohl's affective domain as a conceptual framework to explain the transformation of environmentally conscious values from normative awareness to the characterization of values as the civic identity of students.

Methods

This study uses a qualitative approach, a case study aimed at obtaining data on the internalization of environmental care character based on ecological citizenship in SMP Negeri 1. This study was conducted at SMP Negeri 1 Surabaya, Kelurahan Ketabang, Kecamatan Genteng, Surabaya City, East Java. The research period was from February to November 2025. The research informants used a purposive technique, with the determination of several relevant criteria according to the research objectives. Informants consisted of the Principal, Vice Principal for Curriculum, Vice Principal for Student Affairs, Civic Education teacher, students, parents, and the environmental community. The instruments used in this study include: observation sheets, interviews, and documentation. The data collection techniques for this study were through observation, interviews, and documentation. Data validity was carried out through source triangulation and technical triangulation. Data analysis used an interactive analysis model (Miles et al., 2014) through three simultaneous steps, which include: data reduction, data presentation, and concluding

Result and Discussions

This study explores the process of internalizing environmental awareness among participants at SMP Negeri 1 Surabaya through an examination of the educational process at the school in strengthening ecological values. Based on data collected through observation, interviews, and documentation of activities, the study shows the interrelationship between specific parts in the formation of environmental awareness in the context of junior high school education. This study reveals the process of value internalization and the success of value internalization. These findings emphasize the need to strengthen multistakeholder collaboration between schools, parents, communities, and government agencies related to the environment, which provides a foundation for strengthening the practice of environmental awareness character education in a sustainable manner.

Internalization of Environmentally Conscious Character Based on Ecological Citizenship at SMP Negeri 1 Surabaya

The internalization of environmental awareness at SMP Negeri 1 Surabaya takes place through consistent stages, including:

Table 1. Stages of Internalization

No	Stage	Aspect	Description of Result
1	Receiving	Ecological awareness, concern for environmental issue, willingness to accept values	The socialization process for the MPLS (School Environmental Introduction Period) included an introduction to the Adiwiyata program and school policy on waste management and classroom learning.
2	Responding	Ecological participation, response, compliance	Active involvement through clean-up Fridays, classroom cleanliness competition, and daily environmental behavior activities every morning. Involvement through simple classroom cleaning and asking questions about the material

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			presented.
3	Valuing	Acceptance of values, commitment to ecological citizenship, ethical ecological attitudes	Implementation of Zero waste, use of reusable water bottles and food containers, proper waste sorting, energy conservation (water and electricity), and environmental project-based learning implemented in schools. Participation in the selection of Pangeran dan Putri Lingkungan Kota Surabaya as a reflection of conscious appreciation for environmental values.
4	Organization	Integration of civics values, prioritization of ecological values	Collaboration in classroom cleanliness competition, environment activities, the SUWEG (Spensabaya Unggul Warnai Eco Green) Community as a driving force for environmental awareness in schools, the initiation of *Putra dan Putri Lingkungan* decomposes organic waste in the community, participation in mangrove planting, and beach clean-up activities on Saturdays.
5	Characterization	Internalization of values, sustainable patterns, ecological exemplarity.	Environmental awareness has become part of the students' identity, as evidenced by their habit of bringing tumblers, reprimanding peers who do not maintain cleanliness, and conducting independent environmental education.

Based on Table 1, five progressive stages of internalizing environmental values in schools, beginning with Receiving, where students show initial ecological awareness and willingness to accept values through orientation activities. In the Responding stage, they actively participate in environmental programs like clean-up Fridays and classroom competitions, guided by teacher support. Valuing reflects a deeper commitment through zero-waste practices, ethical attitudes, and project-based learning. Organization involves integrating ecological values with civic responsibility, seen in collaborative efforts and community-driven initiatives like SUWEG and mangrove planting. Finally, Characterization marks full internalization, where environmental care becomes part of students' identity, evident in daily habits and peer influence.

Internalization of environmental awareness is understood as a concerted effort to instill values and attitudes of environmental awareness in students to preserve the surrounding environment, as citizens have obligations and rights towards the environment. Training students to be aware of the need to protect and preserve the environment wherever they are is the goal of internalizing these values. The indicators of environmentally conscious character established at SMP Negeri 1 Surabaya refer to the conceptual framework of ecological citizenship, which emphasizes the awareness, actions, and responsibilities of citizens towards environmental sustainability.

The establishment of environmental awareness indicators at SMP Negeri 1 Surabaya is reflected through individual awareness, sustainable conservation practices, and commitment to environmental policies and education implemented at the school. Individual behavior includes awareness and habits of maintaining environmental cleanliness, as demonstrated by disposing of waste in separate bins, caring for plants in the school environment and classrooms, and turning off fans before leaving school. Meanwhile, conservation actions include planting trees, recycling into useful products, and beach clean-up activities.

Sustainable habits are reflected in the creation of biopores in the front area, sinks in front of classrooms, the availability of cleaning tools, classroom cleanliness competitions, and trash bins. Commitment to policy is demonstrated through the use of tumblers and lunch boxes, and cooperation with the environmental agency for waste banks. The final aspect, environmental education, is reflected in environmental campaigns on the streets during environmental day celebrations, peer socialization about the impact of waste, and socialization of environmental projects by *Putra dan Putri Lingkungan* in the community. Through their environmental awareness, students not only know about the environment, but are also able to actively participate in environmental activities.

Determining Factors for the Internalization of Environmentally Conscious Character Based on Ecological Citizenship at SMP Negeri 1 Surabaya

The internalization of environmental awareness at SMP Negeri 1 Surabaya is influenced by a number of determining factors, both supportive and obstructive. Factors supporting the internalization of values include the exemplary behavior of teachers, active participation of students, school policies, contextual learning strategies by Pancasila Education teachers, and the synergy between parents and the community. Teachers act as role models who streng then the affective dimension of students through consistent attitudes of maintaining cleanliness, conserving resources, and demonstrating environmentally friendly attitudes. The active

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participation of students in various routine environmental activities and environmental projects makes internalization more meaningful, developing from a cognitive aspect into a reflective experience. School policies oriented towards the environment, supported by the Adiwiyata program and school culture, create a social climate conducive to the formation of ecological character. The development of learning strategies with a contextual approach by Pancasila Education teachers combines the use of environmental awareness poster projects.

On the other hand, obstacles to internalizing values arise from differences in students' levels of awareness, consumerist culture, and practical lifestyles. Variations in social, economic, and cultural backgrounds cause the internalization process to be uneven, with some students having reached a high affective stage. In contrast, others still need to strengthen their values. The consumerist culture is reflected in the habit of parents sending their children to school with ready-to-eat meals in disposable packaging, which contradicts the school's policy of limiting the use of plastic. Inconsistent role modeling from the family environment also poses a challenge, as behavior at home often does not support the habits practiced at SMP Negeri 1 Surabaya.

Overall, the results of the study confirm that the internalization of environmental awareness at SMP Negeri 1 Surabaya takes place within a dynamic interplay between supporting and inhibiting factors. In addition, the synergy between the school, families, and the community expands the space for internalizing values, emphasizing that the formation of environmental awareness is a collective responsibility. The efforts made by the school include strengthening partnerships and collaboration with various government and non-government agencies related to the environment, as well as increasing sustainable environmental actions and projects to ensure the sustainability of environmental carrying capacity.

Discussion

The process of internalizing environmental awareness among students at SMP Negeri 1 Surabaya shows a gradual, systematic, and continuous development of values. Internalizing environmental awareness is understood as an integrated effort to instill values and attitudes of environmental awareness in students to preserve the surrounding environment, as citizens have obligations, and rights towards the environment. Internalization is understood as the process of instilling values, norms, and attitudes into individuals through positive habits so that they are able to appreciate, deepen, and gain understanding through guidance and continuous coaching (Biringan, 2020; Suntoro & Widoro, 2020; Zuchdi et al., 2012). The internalization of values includes the transfer of knowledge that is not only limited to ecological knowledge, but also the affective dimension that touches on the whole, attitudes and commitment to become a moral identity as young citizens who care about the environment. In line withLee & Kennedy (2024), who stated that the internalization of values transforms normative knowledge into real attitudes and habits. The affective domain focuses on the development of feelings and emotional skills needed to accept, respond to, appreciate, organize, and then internalize valued values within oneself (Anderson et al., 2001; Clark, 2015).

Research findings show that the internalization of values occurs in line with the affective domain stages (Krathwohl, 1964). The initial indication of the value instillation process is marked by the attention and positive response of students when they are first exposed to values. Early socialization at the beginning of the school year through School Environment Introduction Activities (MPLS) emphasizes the importance of maintaining cleanliness, school policies and programs based on the environment, waste management, and being an Adiwiyata school. The presentation of environmental values is consistently incorporated by teachers in the learning process, both inside and outside the classroom. Students showed their willingness to accept new information by listening attentively to explanations, taking notes on important points, nodding their heads, and paying attention to the case studies presented by the teacher. These responses reflect openness to the values being instilled and mark the initial phase of ecological awareness formation. In line with what was conveyed (Rosich & Lopez, 2024), individuals continuously receiving new information have the potential to shape their attitude orientation.

The regular Friday clean-up activities show that students are willing to follow school rules regarding environmental cleanliness, accompanied by instructions from teachers and guidance from homeroom teachers. This willingness shows that they are beginning to open themselves up to the values of environmental awareness that are being taught. This manifestation is in line with the receiving stage of Krathwohl's (1964) affective domain taxonomy, which is the willingness to pay attention to and accept certain values as the basis for awareness formation. Although concrete actions are not yet fully visible, students have entered the phase of cognitive and emotional awareness formation regarding the importance of environmental values. Regular reinforcement through the promotion of Environmentally Friendly Behavior (PRLH) by teachers every morning before lessons begin serves as a reminder and effective reinforcement of the values being instilled.

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The responding stage is demonstrated by students in the form of attention to values, showing active involvement through verbal and nonverbal responses. The diversity of student responses is influenced by their respective backgrounds, experiences, and mindsets. The attitude change that occurs in students does not stand alone, but becomes a meaningful learning experience that they get from their environment and learning experiences (Buma, 2018; Yun & Cho, 2021). The affective domain refers to attitude changes that develop in accordance with meaningful learning experiences, which are often indirectly influenced by the social and cultural environment of the students.

Active responses from students, such as responses after material is presented, enthusiasm in asking questions about the material, small nods, and even taking the initiative to ask simple questions in response to information, after socialization, and during learning. Concrete actions through student participation reflect the second stage of responding. Students not only pay attention to grades, but also show emotional involvement through their willingness to participate. Student participation is a manifestation that environmental values have begun to be internalized in the form of behavior, not just knowledge or passive recognition, but practiced in daily life. Internalized values occur through daily learning experiences (Kennedy et al., 2023). However, there are still students who are passive and need external encouragement.

At the beginning of the introduction of values, students at SMP Negeri 1 Surabaya brought food in disposable plastic packaging, so they needed encouragement and role models. Changes in students' attitudes do not stand alone, but become meaningful learning experiences that they can obtain from their environment and learning experiences (Buma, 2018; Yun & Cho, 2021). The affective domain refers to changes in attitudes that develop in accordance with meaningful learning experiences, which are often indirectly influenced by the social and cultural environment of students. In other words, the internalization of values takes place within a complex network of interactions and students' emotions, which encompass attitudes, beliefs, impressions, and sentiments (Rahmat et al., 2022). Because of its latent nature and difficulty in observation, it requires collective support as a shared responsibility. As implemented at SMP Negeri 1 Surabaya, teachers are directly involved by providing guidance, motivation, and role models, which are integral parts of strengthening emotions.

Students begin to appreciate values and view them as important, so they respond and show personal commitment to those values. In this valuing stage, students show personal commitment and willingness to voluntarily apply values in their daily lives, through practices such as bringing reusable water bottles and lunch boxes, sorting waste, implementing zero waste, and conserving water and electricity, demonstrating that they have consciously chosen to care for the environment, rather than simply obeying the rules. Environment-based project learning implemented in schools can improve ecological citizenship (Komalasari et al., 2025). In addition, participation in various environmental activities, including the selection of Surabaya City's Pangeran dan Putri Lingkungan, confirms that at the valuing stage, students not only accept values but are also part of the moral orientation that guides behavior. In line with Savickienė (2010), the acceptance of values (valuing) does not only involve interaction with information, but also finding the intrinsic value and personal meaning of a value, creating meaning, and applying it (Nelson et al., 2020). Students' understanding of the negative impact of waste on the environment influences the strengthening of valuing. This awareness encourages active participation in environmental activities at school or outside of school. A shift in values occurs, where compliance is not only with school policies, but also a reflection of their ingrained value preferences, cognitive awareness, and affective drive to act morally.

The organizational stage of students demonstrates their ability to integrate environmental values with other civic values, such as mutual cooperation, responsibility, and joint participation in public spaces as citizens, which are presented as lessons. Support and collaboration between schools, parents, and the community reinforce the formation of a value system within students, with ecological values forming the basis for every decision and behavior displayed as citizens. Environmental values do not stand alone, but are part of a broader and more structured value system. This integration is reflected in various collaborative activities, such as classroom cleanliness competitions, community service, waste bank management, composting and takakura, hydroponics, and environmental campaigns. Through these activities, students interpret environmental awareness as a collective responsibility oriented towards the common good. The courage to remind friends and reprimand peers who do not maintain cleanliness is part of this stage. This action shows that environmental awareness values have been integrated into the moral principles that guide social interaction decision-making. Support from schools, parents, and the community strengthens the integration of values, so that internalization does not only occur in the classroom but extends to the social sphere.

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Characterization as the highest stage of internalization of values is reflected in the consistency of students in applying environmentally friendly behavior, showing that environmental awareness is integrated into their identity. Students consistently apply environmentally friendly behavior without supervision, showing that internal moral beliefs drive moral actions. In addition, student involvement in SUWEG as an environmental community at school and initiatives through *Putra dan Putri Lingkungan* maggot environmental project in the community demonstrate the role of students as agents of change. They not only practice values for themselves, but also educate and inspire the community. This condition confirms that the internalization of values carried out at SMP Negeri 1 Surabaya has reached a level of moral maturity, with students acting autonomously. Affective domain education on a continuum from low to high levels aims to observe stages of development, including the ability to accept, respond to, assess, regulate, and become a character based on the values or complex values to be achieved in teaching (Ji et al., 2022). Muchson & Samsuri (2015) reveal that characterization as a process of internalizing values is the highest or deepest achievement in character building.

Environmentally conscious behavior is a preventive and curative measure in responding to environmental damage (Ismail, 2021). Training students to be aware of the need to protect and preserve the environment wherever they are is the goal of internalizing values. The indicators of environmentally conscious character established at SMP Negeri 1 Surabaya refer to the conceptual framework of ecological citizenship, which emphasizes citizens' awareness, actions, and responsibility towards environmental sustainability. The establishment of environmental awareness character indicators at SMP Negeri 1 Surabaya is reflected through individual awareness, sustainable conservation actions, and commitment to environmental and education implemented at school. Individual behavior includes awareness and habits of maintaining environmental cleanliness, demonstrated by disposing of waste in separate bins, caring for plants in the school and classroom environment, and turning off fans before leaving school. Meanwhile, conservation actions include planting trees, recycling into useful products, and beach clean-up activities.

Sustainable habits are reflected in the creation of biopores in the front area, sinks in front of classrooms, the availability of cleaning tools, classroom cleanliness competitions, and trash bins. Commitment to policy is demonstrated through the use of tumblers and lunch boxes, cooperation with the environmental agency, and waste bank activities. The final aspect, environmental education, is reflected in environmental campaigns on the streets during environmental day celebrations, peer socialization about the impact of waste, and socialization of environmental projects by *Putra dan Putri Lingkungan Kota Surabaya* to the community. Through their awareness of environmental issues, students not only know about the environment, but are also able to actively participate in environmental activities.

Environmentally conscious behavior is the highest level of internalization of environmentally conscious character, marked by visible behavioral changes, covering three main areas, namely cognitive, reflected in an understanding of the concept of ecological citizenship; affective, through attitudes of concern, empathy, responsibility for the environment, and psychomotor, manifested in concrete actions to protect and preserve the environment (Kabylbek et al., 2025). The practice of ecological citizenship at SMP Negeri 1 Surabaya reflects the integration of these four dimensions. Ecological citizenship entails both individual and collective responsibility for the environment. The involvement of students teaches them to be able to develop moral values, emotional bonds, and perform moral obligations to the environment, which implies taking responsible and beneficial attitudes and behaviors in everyday life (Cho & Lee, 2018). The integration of ecological citizenship values from an early age in learning teaches students to become ecologically responsible citizens who understand their rights and obligations as citizens with an ethical commitment to environmental sustainability. Rights and responsibilities are the main characteristics of citizenship in the concept of ecological citizenship (Karatekin & Uysal, 2018; Macgregor & Szerszynski, 2003) revealed that citizenship education in Indonesia needs to be developed to accommodate various dimensions of contemporary citizenship, including the ecological dimension that is oriented towards the formation of responsibility and concern for the environment.

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Participation is the main foundation of citizenship practices that demonstrate responsibility and concern for the environment, in line with Stenbergen (1994), who states that participation is the main foundation of citizenship, as stated by Marshall (1950), capable of guiding and determining the attitudes of citizens in realizing ecological responsibility. This view is in synergy with Westheimer & Kahne (2004), who highlight three profiles of ecological citizens: first, the profile of responsible citizens who are accountable, law-abiding, and honest; second, the profile of participatory citizens who are actively involved in the system and exercise leadership; third, the profile of citizens who are oriented towards social justice, challenging, questioning, and changing the existing system. The aspects of knowledge, attitude, skills, and participation oriented towards the formation of ecological citizen character become practices of ecological citizenship at SMP Negeri 1 Surabaya.

Furthermore, the internalization of an environmentally conscious character based on ecological citizenship at SMP Negeri 1 Surabaya is influenced by interrelated supporting and hindering factors. This dynamic shows that the formation of ecological character cannot be separated from the interactions between schools, families, and communities. Teacher exemplarity is a key factor in the process of internalizing values. Teachers act as role models through their consistent attitude of maintaining cleanliness, conserving energy resources, and demonstrating attitudes that strengthen the affective dimension in everyday life in the school environment.

The active participation of students in routine activities and environmental projects leads to the internalization of meaningful values. The involvement of citizens and their participation as key subjects as environmentally conscious citizens plays an important role. They not only learn, but also apply their knowledge in their daily lives. The involvement of students teaches them to develop moral values, emotional bonds, and perform moral obligations to the environment, which implies taking responsible and beneficial attitudes and behaviors in their daily lives (Cho & Lee, 2018). Educational projects in schools and the active participation of members of the educational community contribute to supporting educational experiences through empirical, meaningful, and contextual learning situations (Probst, 2022). Posters encouraging environmental awareness are a concrete output of learning displayed along school corridors and classrooms so that they can be used as visual educational media (Saragih et al., 2025).

In addition, environmentally-oriented school policies, supported by the Adiwiyata program and a school culture that encourages environmentally friendly practices, create a social climate conducive to the formation of ecological character in students. Through the Adiwiyata program, which promotes environmentally-oriented policies, environment-based curricula, environmental participation, and environmentally-friendly facilities and supporting infrastructure, there is great potential to shape a pro-environmental generation that can improve environmental literacy (Nurwaqidah et al., 2019; Nurwidodo et al., 2020; Santoso et al., 2021). Development of learning strategies with a contextual approach by Pancasila Education teachers. Contextual teaching and learning (CTL) emphasizes the connection between teaching materials and the real lives of students (Mystakidis et al., 2021). Contextual learning can improve teachers' competence in designing varied learning activities and influence student behavior, as demonstrated by changes in behavior in maintaining cleanliness, caring for plants, and a spirit of cooperation in environmental preservation.

Parental and community support reinforces the consistency of values that students receive on an ongoing basis. This synergy reinforces that the formation of environmentally conscious character is a collective responsibility of schools, families, and communities. A collaborative approach is an important element in building meaningful learning experiences, as it not only provides theoretical understanding but also practical insights through experience-based learning (Sulkowski et al., 2020). Collaboration with various stakeholders provides students with real learning experiences to develop knowledge not only theoretically, but also opportunities to apply their skills in real life to practical sustainability issues and develop critical thinking in solving social and environmental problems (Höffken & Lazendic, 2024; Segalàs et al., 2010).

Evaluation focuses not only on cognitive outcomes, but also on the processes and behaviors of students. Through monitoring and evaluation as effective tools for curriculum renewal to achieve objectives by paying attention to continuous assessment of student learning, teacher feedback for continuous improvement based on feedback and results (Suárez et al., 2023). Schools serve as spaces for practicing ecological citizenship for students. Differences in students' levels of awareness, consumerist culture, and lifestyle influence behavior and simultaneously become obstacles to the internalization of environmental values implemented at SMP Negeri 1 Surabaya. These findings indicate that the process of internalizing values is not uniform because each student has a different social, economic, and cultural background. These variations in background affect their perspectives, habits, and level of sensitivity to environmental issues, resulting in varying levels of awareness.

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The level of awareness reflects variations in the stages of value internalization. Some students have reached a higher affective stage, but a small number need to strengthen their values and habits in their daily lives. In this context, individual awareness is an important aspect of the individual's obligation to change their lifestyle to be more concerned about environmental sustainability (Escrihuela, 2008). Yoo & Kim (2023) reveal that ecological citizens are bound to take moral responsibility for adopting a sustainable lifestyle, promoting conservation, supporting renewable energy sources, reducing waste, and fighting for ecological justice at the local, national, and global levels. In line with this, responsibility is one of the main dimensions that emphasizes the moral relationship between individuals and their environment, thereby encouraging lifestyle changes based on moral considerations (Dobson, 2007). Obstacles in the process of internalizing environmental awareness include a consumerist culture and practical lifestyles that are developing among students in the application of environmental values. Lifestyles are reflected in the habits of parents who send ready-to-eat meals in disposable packaging, showing a tendency towards efficiency and convenience. This practice contradicts school policies that have established rules restricting the use of plastic and disposable packaging in an effort to shape environmentally friendly behavior.

Conclusion

This study shows that the internalization of environmentally conscious character based on ecological citizenship at SMP Negeri 1 Surabaya takes place gradually and continuously until it reaches the highest level in the affective domain. The strengthening of the four main dimensions, namely knowledge, attitude, skills, and environmental participation, confirms that the practice of ecological citizenship not only shapes individual ecological behavior but also builds a school culture oriented towards sustainability. These findings contribute theoretically by expanding the understanding of value internalization through the use of Krathwohl's affective domain as a conceptual framework in explaining the transformation of environmental awareness values into citizenship identity. The consistent pattern of internalization shows that teacher role modeling, school policies, contextual learning, environmental projects, and parent-community synergy play a strategic role in strengthening students' ecological commitment. However, differences in student awareness levels, consumerist culture, and inconsistent role modeling in the family environment remain challenges that affect the optimization of the value internalization process. This study has limitations in terms of location, as it only involved one school with a specific local context, so the findings cannot be generalized broadly. Therefore, further research is recommended to involve various levels of education and diverse school characteristics to streng then external validity.

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