



## Embedding Ecological Awareness Values in the Social Studies Curriculum: Strengthening Sustainable Agrarian Identity Among Students in Rural Coffee Producing Areas

Amri Dhimas Maulana<sup>1\*</sup>, Sela Rachmawati<sup>2</sup>, Zahra Yasifa Hasbullah<sup>3</sup>  
Sona Minasyan<sup>4</sup>, Murad Hameed Abdullah<sup>5</sup>

<sup>1</sup>Department of Social Studies Education, Universitas Pendidikan Indonesia, Bandung, Indonesia

<sup>2</sup>Department of Economic Education, Universitas Jember, Jember, Indonesia

<sup>3</sup>Department of Psychological Counseling and Guidance, Bartin University, Bartin, Turkey

<sup>4</sup>Department of Social Work, Armenian State Pedagogical University, Yerevan, Armenia

<sup>5</sup>Center For Basra and Arab Gulf Studies, University of Basrah, Basrah, Iraq

Email: \*amridhimas Maulana@upi.edu

Informasi Artikel	Abstract
Submitted: 01-12-2025 Revised: 17-12-2025 Published: 23-12-2025	<i>This study aims to identify how ecological awareness values can be integrated into the social studies curriculum to sustainably strengthen agrarian identity in junior high school students in coffee producing areas in rural Indonesia. This research used a qualitative approach with a case study design. This research was conducted at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul which are located in the coffee mountains of Jember Regency. The informants in this study were 23 junior high school students from coffee farming families, 4 social studies teachers, 3 school principals, and 6 coffee farmers. Data collection techniques were conducted with in-depth interviews, participant observation, and documentation. Data analysis techniques using qualitative interactive analysis which includes data collection, data reduction, data display, and conclusion drawing. The data validity technique used extended participation, observation persistence, and triangulation of sources and methods. The results of this study indicate that strengthening students' agrarian identity through the integration of agrarian values in the social studies curriculum is carried out contextually, able to increase student involvement and be able to foster a sense of pride in their agrarian identity as children of coffee farmers. In addition, teachers are also able to adapt to various challenges by adopting creative strategies, utilizing the surrounding nature as a social studies laboratory, utilizing local resources, and collaborating between schools, farming communities, and local governments to support agricultural sustainability and the preservation of local cultural heritage.</i>
<b>Keywords:</b> Agrarian Identity Ecological Awareness Social Studies Curriculum	

### Abstrak

Penelitian ini bertujuan untuk mengidentifikasi bagaimana nilai-nilai kesadaran ekologis dapat diintegrasikan ke dalam kurikulum studi sosial untuk memperkuat identitas agraris secara berkelanjutan pada siswa SMP di daerah penghasil kopi di pedesaan Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Penelitian ini dilakukan di SMP 5 Tanggul, SMP 6 Tanggul, dan SMP 7 Tanggul yang terletak di pegunungan kopi Kabupaten Jember. Informan dalam penelitian ini adalah 23 siswa SMP dari keluarga petani kopi, 4 guru IPS, 3 kepala sekolah, dan 6 petani kopi. Teknik pengumpulan data dilakukan dengan wawancara mendalam, observasi partisipan, dan dokumentasi. Teknik analisis data menggunakan analisis interaktif kualitatif yang meliputi pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Teknik validasi data yang digunakan adalah partisipasi yang diperluas, ketekunan observasi, dan triangulasi sumber dan metode. Hasil penelitian ini menunjukkan bahwa penguatan identitas agraris siswa melalui integrasi nilai-nilai agraris dalam kurikulum studi sosial dilakukan secara kontekstual, mampu meningkatkan keterlibatan siswa dan mampu menumbuhkan rasa bangga terhadap identitas agraris mereka sebagai anak-anak petani kopi. Selain itu, guru juga mampu beradaptasi dengan berbagai tantangan dengan mengadopsi strategi kreatif, memanfaatkan alam sekitar sebagai laboratorium studi sosial, memanfaatkan sumber daya lokal, dan berkolaborasi antar sekolah,

komunitas petani, dan pemerintah daerah untuk mendukung keberlanjutan pertanian dan pelestarian warisan budaya lokal.

Kata Kunci: Agrarian Identity, Ecological Awareness, Social Studies Curriculum

## **INTRODUCTION**

Ditulis dengan In recent years, there has been a growing awareness of the importance of integrating agrarian values in the education curriculum, particularly in social studies learning in secondary schools. This Ecological Awareness plays an important role in strengthening a sustainable agrarian identity, especially among students who come from rural coffee-producing areas. Many students in these areas, despite growing up in agrarian environments, are not fully aware of the agrarian values inherent in their daily lives and how these values can play a role in preserving the social and economic sustainability of their communities (Hathaway, 2015).

The education curriculum in many countries, including Indonesia, often does not focus on agrarian values or local wisdom, so students lack awareness of the importance of the agricultural sector. This challenge is even more pronounced in coffee-producing rural areas, which have great agrarian potential. Research shows that the integration of agrarian values can strengthen students' introduction to the agricultural sector, provide an understanding of sustainability, and prepare them to become drivers of the local economy (Henderson & Van En, 2015).

Agrarian values not only reflect traditional lifestyles but also shape the social and economic identity of people in rural areas. In some coffee-growing regions, integrating agrarian values in the education curriculum is considered important to create a strong and sustainable

identity among the younger generation (Mazzocchi et al., 2018; White & Miller, 2020). Research has shown that the preservation of local agrarian culture through education can motivate students to actively participate in the local economy (Hathaway, 2015).

The integration of local values, such as agrarian values, in the education curriculum aims to increase students' relevance and engagement in their local context. By understanding agrarian culture and its influence on daily life, students can form a deeper understanding of their roles and responsibilities within the community (Henderson & Van En, 2015). Several studies support that curricula that reflect local life can improve the social and economic sustainability of communities (Anderson et al., 2021).

Although there is increasing interest in integrating agrarian values, some of the main challenges include limited resources, lack of institutional support, and gaps between national and local education policies (Smith & Jennings, 2022). In addition, less adaptive educational approaches often hamper efforts to integrate local wisdom in the curriculum, especially in rural areas far from access to modern educational facilities (Wright & Blake, 2021).

Coffee is an important commodity in many rural areas, and the sector makes a significant economic contribution. In recent years, efforts to develop added value through

coffee education have increased, and this includes cultivating sustainable practices among students living in coffee-growing areas. This approach aims to encourage students to understand the cultural and economic value of coffee, which is often an integral part of their agrarian identity (SCA, 2023; Smith et al., 2020).

Recognizing the importance of education that supports sustainability, schools in coffee-growing areas have begun to combine agrarian education with environmental literacy. This is in line with the concept of sustainable education that focuses not only on conserving natural resources but also on developing communities that are resilient to climate change and economic challenges (Leimruger & Chang, 2019). Research indicates that understanding sustainability can increase environmental awareness among students (Hassanein, 2016).

Agrarian-based education not only provides an understanding of the agricultural sector but also increases students' engagement in local social and economic activities. By understanding the coffee production cycle, for example, students can see first-hand how the sector shapes social life in their community. This helps students build strong connections between themselves and local resources (Anderson & Parker, 2021; White & Miller, 2020). Several studies have shown that agrarian and indigenous-focused education can help address the socio-economic challenges faced by rural communities. Through locally-focused education, students can be taught skills relevant to the needs of their communities, which in turn can strengthen local economic structures (Smith et al., 2020).

The integration of traditional values in modern education requires a thoughtful approach, especially among students who are increasingly exposed to globalization. By instilling agrarian values, students can see the value in their traditions and understand how these values can adapt in a modern context. This transformation not only maintains cultural identity but also adapts it for present-day relevance (Wright & Blake, 2021).

Schools play an important role in the formation of students' agrarian identity. A curriculum that emphasizes agrarian values can help students to understand the importance of the agricultural sector in their lives and see it as part of their identity. Studies show that students involved in agrarian-based education tend to have a stronger attachment to their land and have a higher sense of pride in their cultural background (Leimruger & Chang, 2019; White & Miller, 2020).

The government's role in supporting the development of an agrarian-based curriculum is crucial to the success of this program. Education policy support that takes into account the local context can encourage schools to implement agrarian-based programs. Several initiatives in developed countries show that policies that support agrarian education can improve local competitiveness and promote economic sustainability in rural areas (Anderson & Parker, 2021).

The coffee sector has a significant contribution to the local economy, especially in regions that rely on coffee production as a major source of livelihood. However, challenges include limited knowledge of supply chain dynamics and best practices in sustainable coffee cultivation. To address this issue, a holistic educational approach is needed to encourage students to understand the coffee supply chain as a whole (SCA, 2023).

Agricultural values integrated in the social studies curriculum aim to create awareness of the importance of the agricultural sector and engage students in local issues. According to Hazell & Rahman (2014), educational approaches that focus on local and agrarian contexts can increase students' understanding of the importance of the sustainability of their natural resources.

Strengthening agrarian identity among students plays an important role in supporting the socio-economic sustainability of communities. Education focused on agrarian values can instill a sense of ownership and responsibility in students to sustain their natural resources. Recent research indicates that an agrarian values-based curriculum can help students to recognize the importance of their natural resources and to contribute to environmental sustainability (Hathaway, 2015; SCA, 2023).

Creating a sustainable coffee sector requires collaboration between educational institutions, government and local communities. Thus, learning that integrates agrarian values can improve local competitiveness and involve various parties in maintaining environmental sustainability. Research shows that this multi-stakeholder cooperation can strengthen agrarian-based education outcomes and contribute to the development of more resilient communities (Leimruger & Chang, 2019).

Although there have been studies that discuss the importance of locally-based education in increasing environmental and social awareness among students, there is still a lack of research that specifically explores the integration of agrarian values in the Social Studies Education curriculum in coffee-producing areas. Previous studies, such as those conducted by Wahyuni and Purnamasari (2023) and Setiawan (2021), focus on the importance of community-based education but have not deeply examined how this education can strengthen students' agrarian identity in rural schools. This shows that there is still much room to understand the influence of education based on local potential on the development of agrarian identity, especially in the context of students from coffee farming families.

This research presents novelty by highlighting the integration of agrarian values in the social studies curriculum systematically and practically. Through a case study approach, this research will explain how a curriculum that emphasizes agrarian values can be effectively implemented to build students' Ecological Awareness and identity. In addition, this research will also introduce an innovative learning model that links theory with practice in the field, so that students not only learn about agriculture theoretically, but are also directly involved in activities related to natural resource management and sustainability.

The aim of this study is to explore and analyze how agrarian values can be integrated in the social studies curriculum to strengthen students' agrarian identity at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul, Jember Regency. Thus, it is hoped that this research will not only contribute to the development of science in the field of education, but also have a positive impact on the sustainability of agricultural communities, particularly in coffee-producing areas.

## **METHOD**

This research uses a qualitative approach with a case study design to explore and understand how agrarian values are applied in the social studies curriculum at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul, Jember Regency. This research focuses on revealing the meaning of students' experiences in the learning process involving agrarian values, as well as on how teachers implement the values-based curriculum. Participants in this study included 23 students in 8<sup>th</sup> grades, 6 social studies teachers, 3 school principals, and 3 coffee farmers. Data were collected through three main techniques: In-Depth Interviews, Observation, and Documentation. The data will be analyzed using thematic analysis approach which includes the following steps, firstly Coding, where the data that has been collected will be segmented into relevant units and coded to identify the main themes. Second is categorization, where the themes found will be grouped into main categories, such as students' understanding of agrarian values, teachers' teaching strategies, and the impact on students' agrarian identity. Finally, Interpretation, where the categorized data will be interpreted to answer the research questions and to understand how agrarian values affect students' identity at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul. To ensure data validity and reliability, this research will use data source triangulation by comparing the results of interviews, observations, and documentation. Member checking will also be conducted, where the results of the analysis will be confirmed back to the participants to ensure that the researcher's interpretation is in line with the participants' perspective.

## **RESULTS AND DISCUSSION**

### **Result**

Observations show that social studies teachers at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul have incorporated agrarian values in social studies subject matter, particularly those related to the local potential of coffee. This learning is often linked to topics related to economics and ecosystems. Teachers try to integrate relevant material with students' daily lives, especially by giving examples of coffee production processes carried out by their families. The results of interviews with students show that they are very enthusiastic when the learning material is related to coffee, which has become part of their lives. Some students stated that they felt proud of their identity as children of coffee farmers. However, there are also students who feel that working as a coffee farmer is not a prestigious and less profitable job.

Teachers use various methods to teach agrarian values, such as group discussions, case studies and field trips. In interviews, teachers mentioned that they often invite students to share stories about their families' experiences in managing coffee plantations. This approach helps students to better understand the importance of coffee in their family's lives and economy. Some teachers revealed that the main challenge is the limited learning resources that focus on agrarian values. Although students were enthusiastic, the lack of relevant teaching materials and the difficulty of accessing information on

coffee management were obstacles. Teachers also felt the need for additional training to enrich their learning methods.

The school principal expressed her support for the integration of agrarian values in the curriculum and recognized the importance of agrarian understanding for students living in coffee-growing areas. The principal also seeks to establish cooperation with local coffee farmers as resource persons for learning activities, so that students can learn directly from practitioners. Interview results show that many students are influenced by their family environment, the majority of whom work as coffee farmers. Some students revealed that since childhood they often helped their parents in coffee plantations, which strengthened their understanding of the importance of agrarian roles.

The learning conducted in the social studies class has helped raise students' awareness of the importance of protecting the agricultural environment and supporting the sustainability of coffee as a source of livelihood. Students are beginning to demonstrate a sense of responsibility to preserve their region's coffee potential and understand the challenges faced by local farmers. Observations indicated that teachers used visual media, such as documentary videos on the coffee planting and harvesting process, to help students understand the topic more deeply. The use of this visual media is considered effective by students because they can see firsthand how the process takes place.

Many students expressed the importance of sustainability in coffee farming. They understand that good agricultural practices can help maintain land productivity for the next generation. This shows that students understand not only the economic value of coffee but also its ecological aspects. Interviews with students also revealed that they are aware of the challenges faced by their parents, such as fluctuating coffee prices and dependence on middlemen. This has led some students to desire to pursue higher education in order to help improve the welfare of their families in the future.

Some students revealed that they felt proud of their parents' profession, although others argued that it requires hard work with results that are not always worth it. Those with positive views tend to be more open to agrarian learning in the classroom. Teachers stated that involving local coffee farmers as resource persons has a positive impact. It is easier for students to understand the concepts taught, as the resource person can provide real examples from direct experience in the field.

Interviews show that many students feel motivated to preserve the coffee culture in their area. They understand that coffee is not only a commodity, but also an important part of local cultural identity that needs to be preserved and passed on to the next generation. Students demonstrated an understanding that coffee has an important role in the local economy. They realize that coffee is not only a source of livelihood for their families but also contributes to the regional economy as a whole. This encourages them to learn more about the coffee industry.

Teachers and principals hope that this learning can foster a strong agrarian identity in students and encourage them to contribute to the sustainability of coffee farming in the future. They also hope that students who have agrarian knowledge can apply this

knowledge in their daily lives and become the main actors in maintaining local agrarian potential.

Further findings show that agrarian education not only increases students' knowledge but also influences the development of their identity as part of an agrarian community. Many students admitted that they began to feel proud of their agrarian heritage and increasingly realized the importance of the role they could play in the future. This suggests that a curriculum designed with a focus on local potential can have a profound impact on students' understanding of their cultural identity and heritage. Students demonstrated a deeper understanding of the concept of sustainability. Through interviews, they recognized the importance of preserving natural resources for future generations. In addition, they understand that sustainability is not only limited to agricultural practices, but also to the economic viability of their families and neighborhoods. Teachers also highlighted that this understanding is one of the important outcomes of local potential-based learning.

Through interviews, students realized that economic dependence on coffee carries certain risks, such as price instability that can impact their family income. This understanding triggered a desire to learn more about product diversification and better marketing strategies. Some students showed interest in developing this knowledge further, with the aim of improving the economic standing of their families and communities in the future. In group discussions, students showed a desire to maintain and pass on their family's agrarian traditions. They realize that the skills and knowledge passed down from their parents are important assets that need to be preserved. Students who have had direct experience in coffee farming activities seem more committed to preserving this tradition as part of their family and community identity.

Students recognize that, although the job of a coffee farmer is a source of pride, there is still a social stigma that considers this profession less prestigious than other jobs. Teachers and principals are aware of this challenge and strive to emphasize that the role of coffee farmers is vital to the local economy. This is the reason why agrarian education needs to be strengthened, not only for knowledge, but also to change social views about this profession. Observations show that students more easily understand and appreciate the coffee production process after being directly involved in practical activities, such as visits to local coffee plantations. This hands-on experience helps students apply the theories they learn in class in a real context, which strengthens their understanding of the production chain and the importance of sustainability.

Many students stated that this learning motivated them to stay in their area and continue their family's agrarian traditions, while developing the coffee sector in more innovative ways. Some students also expressed a desire to continue their education in agriculture or economics, hoping to develop the potential of local coffee through a more modern and sustainable approach.

The findings also highlight the important role of schools in equipping students with entrepreneurial skills relevant to their local context. The school principal recognized that to support agrarian sustainability, students need to understand not only production but

also marketing and business management aspects. Therefore, the school plans to establish partnerships with local coffee cooperatives and agricultural organizations to provide entrepreneurship training that can support students' agrarian identity development.

### **Discussion**

This research shows that the integration of agrarian values in the social studies curriculum plays an important role in strengthening students' understanding of their local culture and economy. According to Sukardi and Wijayanti (2019), a local potential-based education approach can facilitate students to understand values and practices relevant to their daily lives, which in this case is coffee culture. The cultivation of agrarian values through the curriculum helps students form a stronger identity as part of the coffee farming community. Some studies state that education that promotes local cultural awareness has the potential to build community-based identity and foster a sense of pride (Astuti & Dewi, 2020). This research shows that most students identify themselves as part of the farming community, which is an important aspect in shaping their identity.

The integration of agrarian values not only helps in building agrarian identity but also increases students' ecological and economic awareness. According to research conducted by Aulia and Mulyani (2022), sustainability-focused agrarian education is able to strengthen students' understanding of the relationship between agricultural practices and environmental sustainability. Students in this study demonstrated a deep understanding of the importance of maintaining the sustainability of coffee plants. Teachers play a key role in shaping students' understanding of agrarian values through various teaching methods, such as discussions and field trips. According to Yuliana and Surya (2021), teachers can facilitate learning that is relevant to students' daily lives, which can help students build a deeper understanding. This is reinforced by the research results which show that teachers at SMPN 5 Tanggul, SMPN 6 Tanggul, SMPN 7 Tanggul use this method effectively.

Although the research findings show positive results, the integration of agrarian values faces several obstacles, such as limited learning resources. According to Fitriani and Kurniawan (2018), the lack of specific teaching materials on local potential is often an obstacle in the implementation of local-based education. This constraint is also felt by teachers in schools, which results in less than optimal learning. The agrarian identity built through education has increased students' sense of pride in their community. This is in line with Suparman's (2020) findings, which state that education that emphasizes local potential can strengthen a sense of community pride. This study showed that students felt more connected to their coffee farming community after gaining a deeper understanding of the important role of coffee in their economy and culture.

The role of schools as facilitators is very important in supporting agrarian education. Schools are expected to provide facilities and support programs related to local potential. Research by Priyono (2017) highlights that the role of educational institutions in supporting community-based learning is crucial to the success of this program. In At-Tanwir Islamic Junior High School, the principal's support for the program is an important

factor in its effective implementation. Agrarian education integrated with the social studies curriculum can have a long-term impact on students' understanding of agricultural sustainability. This is supported by Suryani's (2019) research, which shows that agrarian education helps students understand the importance of maintaining sustainability for the future. Some students in this study expressed a desire to continue their education in agriculture to support their families.

Agrarian-based education can prepare students to be the main actors in agricultural sustainability. According to Setiawan (2021), education that focuses on local potential helps students to prepare themselves as the next generation with relevant skills and knowledge. Students involved in this study showed a desire to be involved in the development of the coffee sector in the future. The integration of agrarian values also faces socio-economic challenges, especially related to community perceptions of the coffee farming profession. Students often feel burdened by the negative stigma that exists in society about this profession. As expressed by Fathoni (2022), this negative perception can reduce students' motivation to continue their family's work. Therefore, agrarian education also needs to include aspects of social awareness to change these perceptions.

The use of visual media in agrarian learning at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul helps students understand the agricultural process better. According to Prasetya and Amalia's (2023) research, visual media can improve students' understanding by presenting more concrete information. Students in this study showed a positive response to the use of a documentary video depicting the coffee production process. The involvement of the local community,

particularly coffee farmers, in learning enhances teaching effectiveness. This result is consistent with the findings of Handayani (2021), who mentioned that collaboration between schools and local communities can enrich students' learning experience. At At-Tanwir Islamic Junior High School, the involvement of coffee farmers as resource persons helped students gain deeper insights into agricultural practices.

Sustainability-focused agrarian education helps students understand the contribution of the local economy, particularly in terms of coffee. According to Suharto (2020), education that focuses on local potential helps students understand and appreciate their role in supporting the family and community economy. Students in this study began to realize the importance of the coffee sector to their family's economy. The local potential-based learning approach implemented at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul has succeeded in shaping the character of students who are more responsible for their community. This is reinforced by the findings of Lestari (2019), which states that local-based education can shape the character of students who are more connected to their community and culture. Students show a sense of responsibility to preserve and develop the potential of local coffee.

Some important findings underscore how the integration of agrarian values in the school environment can sustainably strengthen students' agrarian identity. This result is in line with Priyono's (2018) research which shows that local potential-based learning such as agriculture can improve students' understanding of the local ecosystem and

encourage their pride in their parents' profession. In rural areas with a strong agrarian base, students' direct involvement in agrarian activities such as coffee production not only strengthens their cultural identity, but also encourages active involvement in economic and environmental sustainability.

Contextualized learning experiences through agrarian activities can also provide students with a broader perspective on food security and the rural economy. According to Wahyuni and Purnamasari (2023), this kind of local potential-centered education can play an important role in shaping deep environmental and social awareness among students. This suggests that when students are directly involved in activities related to local economic potential, they tend to develop a deeper understanding of the relationship between environmental conditions, employment and community sustainability.

Furthermore, the cultivation of agrarian values through the school curriculum also plays a role in building a critical attitude towards the challenges facing the agrarian sector. Research by Setiawan (2021) shows that students educated with an agrarian community-based approach are more likely to show interest in developing creative solutions to local problems, such as maintaining soil fertility and facing the challenges of climate change. This suggests that an agrarian-based curriculum not only emphasizes traditional education, but also prepares students to be critical and innovative thinkers in addressing future challenges.

Related to the economic aspect, Astuti and Dewi (2020) found that locally-based education can encourage students to consider entrepreneurship opportunities in the agrarian sector. This finding reinforces the results of this study, where students in rural areas who participate in agrarian activities tend to have a greater interest in local economic development and agriculture-based entrepreneurship. This opens up opportunities for them to contribute to trimming the distribution chain through a cyberpreneurship approach that can increase the competitiveness of local products. In addition, agrarian-based education delivered in an integrated manner through the social studies curriculum has proven effective in shaping sustainability-oriented attitudes. According to Handayani (2021), this approach not only makes students more aware of the importance of natural resource conservation, but also encourages

them to participate in environmental conservation activities that support their local ecosystem. This is important considering that most students in rural areas have a close relationship with the natural environment that is the main source of their livelihood.

Finally, the integration of agrarian education in the social studies curriculum can serve as a strategy to reduce urbanization and encourage students to stay and contribute to their communities. As expressed by Yuliana and Surya (2021), education that emphasizes local values and agrarian opportunities can shape students' positive views towards their communities, which in turn has the potential to reduce out-migration rates to big cities. This kind of agrarian identity formation through education is one important step in supporting sustainable development in rural areas.

This discussion confirms that by incorporating agrarian values into the social studies curriculum, schools can become agents of change that not only educate, but also

build a strong foundation for students to maintain and strengthen their agrarian identity, while preparing them for future challenges. This research also shows that agrarian education has an important role in building students' agrarian identity, increasing sustainability awareness, and strengthening students' engagement with local communities. Studies such as the one by Wahyuni and Purnamasari (2023) support that education integrated with local potential can strengthen community values. Students not only gain a deeper understanding of agrarian life but are also motivated to maintain the sustainability of their community.

## **CONCLUSION**

The conclusion of this study shows that the integration of agrarian values in the Social Studies Education curriculum has a significant impact in strengthening students' agrarian identity at SMPN 5 Tanggul, SMPN 6 Tanggul, and SMPN 7 Tanggul, especially for students who come from coffee farming families. Through a local context-based approach, students not only learn about agricultural theory, but also actively engage in practices and experiences that are relevant to their daily lives. This is in line with previous findings showing that community-based education can increase environmental awareness and encourage student involvement in local economic sustainability. By providing students with opportunities to understand and appreciate agrarian values, this research contributes to the development of a more relevant and impactful curriculum and encourages students to become agents of change in their communities. Thus, the results of this study are expected to serve as a reference for curriculum development in other schools with similar characteristics, as well as support efforts in strengthening agrarian identity and sustainability in coffee-producing areas.

## **REFERENCES**

- Astuti, W., & Dewi, S. P. (2020). "Local Wisdom and Community-Based Learning: The Role of Social Studies in Rural Schools". *International Journal of Education and Development*, 8(3), 201-217.
- Aulia, R., & Mulyani, S. (2022). "The Role of Agrarian Education in Strengthening Environmental Awareness among Students in Rural Areas". *Journal of Environmental Education*, 15(2), 113-128.
- Fathoni, M. (2022). "Social Perception and Agrarian Profession Stigma in Youth: A Qualitative Study". *Journal of Rural Development Studies*, 12(4), 152-165.
- Fitriani, T., & Kurniawan, H. (2018). "Challenges in Implementing Local Potential-Based Curriculum in Rural Schools". *Journal of Educational Research and Development*, 9(1), 97-112.
- Handayani, E. (2021). "Community Engagement in the Learning Process: A Case Study of Rural Education". *Journal of Community Development and Education*, 11(2), 88-101.
- Hathaway, M. D. (2015). *The Ecological Consciousness: Understanding and Promoting Environmental Awareness through Education*. Oxford University Press.
- Hazell, P., & Rahman, A. (2014). *Revolutionizing Agricultural Education through Localized Curricula: The Role of Ecological Awareness in Sustainable Development*. *Agricultural Systems*, 126, 123-130. <https://doi.org/10.1016/j.agsy.2013.12.002>
- Henderson, D., & Van En, R. (2015). *Local Harvest: A Multifaceted Approach to Strengthening Agrarian Values in Education*. *Journal of Sustainable Agriculture*, 37(3), 223-235. <https://doi.org/10.1080/10440046.2015.1025276>

- Leimruger, S., & Chang, A. (2019). The Role of Institutions in Promoting Sustainable Agricultural Practices through Education. *Agricultural and Environmental Education*, 41(2), 199-208. <https://doi.org/10.1007/s10482-019-0123-y>
- Lestari, D. (2019). "Character Building through Local Wisdom-Based Education". *Educational Studies Journal*, 6(3), 142-158.
- Priyono, A. (2018). "The Role of Educational Institutions in Supporting Community-Based Learning in Rural Settings". *Journal of Educational Policy and Practice*, 10(2), 122-136.
- Setiawan, M. (2021). "Preparing the Next Generation through Agrarian-Based Education in Rural Schools". *Journal of Agricultural Education*, 14(1), 73-89.
- Smith, J., & Jennings, M. (2022). Engaging Students with Agrarian Heritage: Curriculum Strategies for Embedding Agricultural Awareness in Social Studies. *Journal of Social Studies Research*, 45(1), 89-102. <https://doi.org/10.1016/j.jssr.2022.01.006>
- Specialty Coffee Association. (2023). A Sustainable Coffee Industry? Not Quite: The Need for Collective Action in Addressing Sustainability Challenges in Coffee Production. Specialty Coffee Association. Retrieved from <https://sca.coffee/sustainable-coffee-industry>
- Suharto, T. (2020). "Economic Contributions of Local Agrarian Practices in Rural Education". *Journal of Social and Economic Development*, 13(3), 95-110.
- Sukardi, R., & Wijayanti, I. (2019). "The Effectiveness of Local Wisdom Integration in Social Studies Curriculum". *Journal of Cultural Studies and Education*, 5(2), 91-104.
- Suparman, A. (2020). "Pride and Identity in Community-Based Learning: A Study of Rural Education". *Journal of Sociology and Education*, 7(2), 201-214.
- Suryani, A. (2019). "Long-Term Impact of Agrarian Education on Environmental Sustainability". *Journal of Environmental Studies*, 11(1), 33-49.
- Wahyuni, I., & Purnamasari, Y. (2023). "Embedding Agrarian Values in Rural Education: Implications for Sustainable Community Development". *Journal of Community Sustainability*, 15(2), 119-134.
- White, R., & Miller, T. (2020). Teaching Sustainability through Social Studies: A Case for Ecological Awareness in Rural Schools. *Environmental Education Research*, 26(5), 571-584. <https://doi.org/10.1080/13504622.2019.1703525>
- Wright, P., & Blake, C. (2021). The Impact of Agrarian-Focused Curricula on Rural Student Identity and Environmental Stewardship. *Rural Education and Development*, 58(3), 304-318. <https://doi.org/10.1080/15424065.2021.1932479>
- Yuliana, N., & Surya, A. (2021). "Teachers as Facilitators in Local Wisdom-Based Education". *Journal of Teacher Education and Training*, 8(1), 61-76.