



Islamic State
University Sunan Kalijaga
Faculty of Tarbiya
and Teacher Training

Jl. Marsda Adisucipto Yogyakarta, Indonesia
+62 274 513056, 7103971, Fax. +63 274 519743
e-mail: tarbiyah@uin-suka.ac.id

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CONCEPTIONS OF ECOPRENEURSHIP EDUCATION TO CHILDHOOD

Erni Munastiwi¹, & M. Syaifuddin, S².

Abstract

As a consequent of ecological crisis existence, we need to impart ecological awareness for early education. However, the education needs to be combined with autonomic education, namely entrepreneurship, so that it becomes a unitary terminology as “*ecophreneurship*”.

This study aims to conceptualize ecophreneurship education to be imparted to early childhood. The main reason is that the awareness about the environment and natural surroundings as well as their use in everyday life need to be fostered, so that the continuity of life and the character of their children and grandchildren getting wise to the environment.

The result of this study shows that ecopreneurship can be established trough some steps. They are; 1) to see the environment, 2) to think, 3) to produce, 4) to communicate, 5) to result, 6) to reproduce, 7) to reflect.

Key word : ecopreneurship for early childhood education.

¹ Dr. Erni Munastiwi, M.M. is a leturer on Sunan Kalijaga Isamic State University, Yogyakarta. Tarbiyah Faculty, Early Childhood Education Program.

² M. Syaifuddin, S. S.S, M.A. is a lecturer on Sekolah Tinggi Ilmu Pendidikan dan Keguruan (STKIP) PGRI Jombang, East Java.

Introduction

Human awareness toward their environment decreases, which ultimately fatal to the balance of the earth. Human tendency to excessively exploit the nature make their grandchildren's hopes in the future increasingly erode. They are hope of a balanced life, the hope of a healthy environment, the hope of humanism, the benefit from one to each other.

Many people called that condition as "Ecological Crisis". The ecological crisis is no longer a possibility that will happen in the future, but has become a contemporary reality that exceeds the limits of tolerance and environmental adaptation capabilities. Though every person has a right to have a good environment and healthy living. This is enshrined in article 28 of chapter 28 H Undang-undang dasar 1945 amendments to the 4th³. The substance is generally in the chapter include provisions governing human rights. So it can be understood that in order to obtain the right to live in a good environment is a human right.

The fact that large scale natural exploitation is done by the west, which we do not have the power to fight it. Prof Sunyoto Usman in his professor's speech stated that "the exploitation of natural resources carried out by western capitalism that does not necessarily stop after the nations of the region's independence. Philippines for example, still earn American pressure to accept an agreement that allows the US to have opportunity can exploit natural resources more or less the same as the chance that is owned by the Philippines. England keep doing the exploitation of natural resources (such as tin, rubber and palm oil) in Malaysia even though the country has been independent. Similar things happen in Indonesia. President Sukarno had once rejected various forms of penetration of Western capitalism, but when the "Orde Baru"

³ Suparto Wijoyo, *Penyesuaian Sengketa Lingkungan*, cet. 1, (Surabaya: Airlangga University Press, 1999), page. 1.

government opened to foreign capital inflows in the form of loans and investments, the natural resources of the

country drained a lot⁴. Ironically most Indonesian people do not benefit from such exploitation.

Powerlessness of our nation is due to the low ecological awareness, lack of awareness about the macro environment of our country, so that the exploitation of natural bent, which at a time if there is no deterrence would destroy the identity of the State which is rich in natural resources.

On the other side of our human resources is still relatively minimal competence. In fact, Law No. 20 of 2003 on National Education System chapter 3, states that the national education serves to develop the ability and character development and civilization of dignity in the context of the intellectual life of the nation, aims to develop students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and accountable⁵. Achievement of these laws are still experiencing a variety of problems including: 1) Indonesia is still largely public character of employees, 2) civil servants still be excellent to guarantee their future lives, 3) lack of entrepreneurship character and creativity.

The discourse will reinforce the need for ecological education and entrepreneurship is not just starting high and high school level, but since the Early Childhood Education. The primary reason is the period of early childhood is a time of rapid growth and fundamental to the next life. Children have their own world and characteristics are much different from the world and the characteristics of adults. Children are very active, dynamic, enthusiastic and almost always curious about

⁴ Pronounced in front of the open senate meeting Gadah Mada University on September 15, 2001 in Yogyakarta.

⁵ UU No. 20 Tahun 2003 Pasal 3 tentang Sistem Pendidikan Nasional

what is seen and heard, as if never stop learning⁶. Early Childhood Education (ECD) in the first five years of life determine the quality further. The success of one's life is determined by education, treatment, and caring in the early years of life.

That case indicates urgency that education based on ecology and entrepreneurship or ecopreneurship should be started immediately. Given our concern for the environment and its utilization in the circulation of life has been greatly decreased. A simple example, if today the sea has begun to be dirty but humankind continue to arbitrarily make the oceans as dumps, then what happens to our children and grandchildren later?.

Ecopreneurship education should really start from now and it must be planted in early years of our children. But the main problem is how to plant an ecopreneurship education in early childhood? This study will describe the concept of ecopreneurship education conceptually, so it will be able to be implemented specifically in the areas of class adjust to classroom conditions and cultural conditions of a region.

Theoretical study

This is discussed under the perspectives below:

1. Ecopreneurship

Ecopreneurship began in the discourse of 'green bussines'. That is, the business having regard to natural harming, instead they provide benefits for at least the benefit of natural or nature which functioned as a source of business is still able be sustainable.

A 'green green business' is one that is designed to be green in its processes and products from scratch, as a start-up, and, furthermore, is intended to transform the industrial sector

⁶ Ernawulan Syaodih, *Perkembangan Anak Usia Dini*, _____

*socially in which it is located towards a sustainable models of development*⁷.

Business models such as these were already sparked in 1968 when Max Weber say so “ideal type”. Isaak makes it clear that according to the Weberian ideal ecopreneurship are struggling in an economy that is based on the principle of sustainability. He started his business with “green design”, then “green process”. Once again, ecopreneurship is a Weberian ideal type that Refers to a person who seeks to transform a sector of the economy towards sustainability by starting up a business in that sector with a green design, with green processes and with a life-long commitment to sustainability in everything that is said and done.

The fact that this occurs when these concepts only 1:10 companies or businesses that are able to implement green business. Even more ironically there are some countries that actually run this concept in the country, but do massive exploitation in other countries. For our State Law it is also the law of human rights violations.

In Indonesia itself when it is seen from the number of environmental disputes received by the Commission of the Environment (KLH) in a year 2007, as many as 88 cases, while the number of disputes received from January to May 2008 was 48 cases⁸. The increasing number of environmental disputes is directly proportional to the increase in investments in Indonesia. This indicates that the investment, which coming to Indonesia is still very low in implementing ecopreneurship.

2. Ecopreneurship Education

Criticized the opinion of Umar Tirtarahardja and La Sulo that education as a process of personal formation, preparation of citizens

⁷ Isaak, R. (1998) *Green Logic: Ecopreneurship, Theory and Ethics* (Sheffield, UK: Greenleaf Publishing; West Hartford, CT: Kumarian Press)

⁸ Koesnadi Hardjasoemantri, *Hukum Tata Lingkungan*, ed.vii, cet. Ke 17 (Yogyakarta: Gdjah Mada University Press, 1991), page.95

and workforce preparation⁹. This perspective shows that education is really programmed to print the souls of the workers. Yet more than that, the people of Indonesia should be an independent and capable to create their own jobs so that the ideals of our grandchildren for a migrant worker to be reduced.

The philosophical basis of ecological education related to education (learning) is based on the view that the nature of educational activities (school or curriculum) should be able to help children to develop a range of potential developments that are used creatively to adapt toward the natural environment¹⁰. But adapting is not enough, because children need to learn in order to survive or to live independently as adults later on. For the prosperity of the State is determined by the empowerment of the people in building themselves. 'building themselves' here means to feed themselves independently without any subsidy from others.

To quote David Mc Celland, a famous scientist of social-development with the concept of Need for Achievement that a State would be prosperous if the entrepreneur has at least 2% of the total population of the country. Ciputra citing data from the Global Entrepreneurship Monitor (GEM) and presents a comparison between Indonesia, Singapore and United States. In 2005, according to GEM, Singapore has 7.2% of the total population of entrepreneurs, whereas in 2001 only 2.1%. Then, in the United States in 1983 with a population of 280 million existing 6 million entrepreneurs or already about 2.14% of the entire population. According to Ciputra statistical data, Indonesia only has 400,000 entrepreneurs or about 0.18% of the population¹¹.

⁹ Umar Tirtarahardja dan S.L. La Sulo. 2005. *Pengantar Pendidikan*. Jakarta: Rineka Cipta. Page 34-35

¹⁰ Pusat Kurikulum Badan Penelitian dan Pengembangan Pendidikan. Model Pendidikan Berbasis Alam Pendidikan Anaka Usia Dini Formal dan Non Formal. Departemen Pendidikan Nasional. Jakarta 2008. Page. 4

¹¹ Tejo Nurseto, *Pendidikan Berbasis Entrepreneur*. Jurnal Pendidikan Akuntansi Indonesia Vol. VIII 2 Tahun 2010. ISSN 0853-9472. Fak Ekonomi UNY.

At this time occurred ecological crisis, the crisis of the relationship between people and cultures to the environment where they take refuge, living, and exploit natural resources¹². According to Arne Naess, who is also an ecologist, said that today's environmental crisis can only be overcome by changing these perspective of nature and human behavior fundamentally and radically¹³. These changes can start early by instilling the mindset of early childhood. So that behavior toward nature and its utilization would be better.

3. Early Childhood Education

The National Association for the Education of Young Children (NAEYC) states that a child is a child from birth to eight years old. This means that the size is limited to early childhood until the age of eight years old¹⁴. Early childhood education is now becoming a necessity to instill values in children in the earliest possible age. In developed countries such as Singapore and South Korea in early childhood have been served even in the Malaysian state of early childhood services already covers 70%.

Rachael Sue Bredekamp states that many educational practices that one done in early childhood (preschool and elementary school age), so they fail to produce students who can think critically and be able to solve various problems in life. The paradigm of early education for children is still limited to the success of building a human who has a sharp mind or often said education is more than teaching nature to educate itself¹⁵. Early childhood education is not directed at the values

¹²Adiwibowo, S. 2007. "Etika Lingkungan" *Modul Kuliah Ekologi Manusia*. Departemen Komunikasi dan Pengembangan Masyarakat, Fakultas Ekologi Manusia, IPB, Bogor.

¹³Keraf, A.S. 2002. *Etika Lingkungan*. Jakarta: Penerbit Buku Kompas

¹⁴Padmonodewo, Soemiarti. (2003). *Pendidikan Anak Prasekolah*. Jakarta: Asdi Mahasatya

¹⁵ Megawangi, Ratna dkk. (2005). *Pendidikan Holistik*. Cimanggis: Indonesia Heritage Foundation. Hlm. 25-26

of the awareness of a friendship and respect for nature and the values of self-reliance or survival.

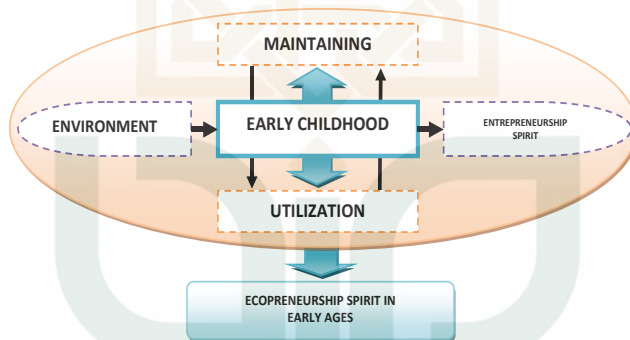
Concept of Ecopreneurship Education for Early Childhood

1. Purpose of Education for Early Childhood Ecopreneurship

As discussed earlier that the concept of early childhood education is the educational concept that combines the two elements of education based on the values planting in early childhood. These values consist of ecological values and entrepreneurship. Means, the functions ecological is to instill character of love, concern, and responsibility for the environment. The value of entrepreneurship serves to instill the character of survival and sensitivity toward the opportunity to earn money in any form.

That concept is illustrated in the following scheme:

Figure 1: *The Purpose of Ecopreneurship Education in early age*



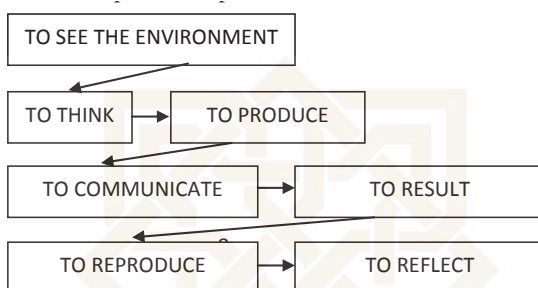
Ecopreneurship educational concept begins with the existence of nature and the *environment*, or said to be the environment. Nature has provided many sources for humans. Humans have the right to utilize its existence. *Early childhood* in this case are some figures beneficiaries or users who still do not know the circulation and function of nature. And so we need an appropriate educational process to that early childhood. The purpose is when they grow up as a man, they can be wise user and not to forget *maintaining* the nature while he is still in the process of *utilization*. The result when ecopreneurship has acknowledged in

early childhood means that ecopreneurship has become the spirit of younger generation

2. Shape of Ecopreneurship Education for Early Childhood

The forms of Ecopreneurship education at its core is positioned early childhood to experience the following process:

Figure 2: The form of ecopreneurship education ETPC3R



To see the environment, which means that teachers or parents introduced on an object that is around children. This introduction can be done with a variety of approaches including;

- 1) *Child centered* approach or student centered assumes that the starting point of learning activity centers on the activities of children (students). This perspective believes that students have the skills themselves through various activities in the search for, find, conclude and communicate its own range of knowledge¹⁶. This approach put educator as a figure who develops and creates a variety of situations and facilities to enable children to learn. For example, objects that will be discussed are the clay, the educator directs students to localized clay, so that they are able to see clearly the natural objects introduced by educators.
- 2) *Discovery Approach*. This approach has the point of view of learning activities that focus on efforts or activities of students to discover

¹⁶ Pusat Kurikulum Badan Penelitian dan Pengembangan Pendidikan. Model Pendidikan Berbasis Alam Pendidikan Anaka Usia Dini Formal dan Non Formal. Departemen Pendidikan Nasional. Jakarta 2008. Page. 9

for themselves the various aspects of knowledge, skills and values through a variety of experiences designed and created by teacher¹⁷. This approach tends to allow students to find their own media in nature, thus the educator should be able to explain an object of concern to students.

To think, that educators encourage their students to think about the usefulness of the object around which have been found by their students. The approach used in this stage is the *process approach*. That is nature-based learning approach suggests that learning activities emphasizes the importance of learning as a process of acquiring a wide range of knowledge, values and skills by the children themselves¹⁸. As an example when students find clay, then educators to stimulate the imagination of their students to make the clay into something that can be used or have a higher value.

To produce, is a stage when the students have found the idea of making a raw material into a functioning or valuable objects. The approach used in this case is a *concrete approach*. Concrete approach is the perspective in the learning process more pursuing the implementation of concrete process of learning. Through this approach, the learning process will be pursued in such a way so that it becomes a concrete for the child, especially being alive in everyday life¹⁹.

Examples, when the clay was in the grip of students, the teacher is to stimulate students to make the clay into several products. Such as dolls, ashtrays, mortar, and so on. The process of producing is the most time-consuming process, because the students are directed to make the real product to completion. Like when a doll of clay has been shaped, the students are conditioned to know the function of the sun to dry the product under the sun and after the painting process and so on.

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

Whatever the results obtained by the students, it is part of the creative process which is very valuable in the future. Therefore the creative process they should be rewarded with the process *to communicate*. This process is a process of cooperation that exists between educators, parents of students with one another, and students to one another. Educators tasked to coordinate the parents to buy the product of their students. Educators also stimulate students to be able to offer their products to the people around him who incidentally are the parents of friends of their own.

The method used in this stage is *guided discovery* method is more emphasis on learning experience for children can produce a special solution, so that children are able to connect and build concepts through interaction with other people and objects²⁰.

In the process *to result*, parents and the environment must be prepared to appreciate and buy the products of the students even though it is not her own. In the end there will be cross-subsidies, the example of parents A buy to student C, while the parent C buy to students A, and parent B buy to students A depend on to who students offer their products. Students is really geared to offer to others (not their own parents).

Cross subsidies style serve to build confidence that the students product is valued by others, and not just their own parents. The hope is, the level of confidence the stronger child resulting in a higher intensity for creativity and entrepreneurship. The *to reproduce* is the most important process with regard to students' attitudes toward nature. After having been able to produce and sell a product, students are invited back to the place where they first found the inspiration to produce something. Then educators provide guidance in the form of things that are causal. As an example "why clay sculptures can be made?", "Why clay can be molded as plate?", "What happens if the clay has been poisoned?".

²⁰ Ibid

At this stage most appropriate to use *explanatory* approach. This method allows the child to develop a direct inquiry that goes with the steps themselves, make a decision what to do, how to do and when to do it through a child's own initiative examines the people, places, objects, events, so that the child can build his own knowledge²¹.

Then educators provide a simple reason, which in essence be the reason that during humidity of soil is stabilized, the soil can be formed. The stability of the soil caused by the shady trees around it. When the tree is not there, then the soil will be poisoned and cannot be formed. As a result, we cannot make a statue, mortar and other crafts from the ground. Finally, we cannot get money from the land.

Then students are directed to learn planting and watering the plants. After the tree planting, educator convey a story that is essentially the planting, the soil will remain good until the children grow up to be adult. So later when they have been adult, they can still make something out of clay. Logics are presented by educators as a process *to reflect* on the function of nature and its stability.

Conclusion

This study finally concluded that early childhood education is not only a process of child learning to be intelligent generation. But the intelligence turned out to need a wisdom, and creativity to survive and support their life later. If the spirit is planted early, it can lead children to be more mature, resilient, and wisely to live with nature.

To conceptualize that learning, in this study found several phases of learning, namely: 1) *to see the environment*, meaning that students are directed to see and understand the nature around it, 2) *to think*, invites students to think about the function of the parts of nature he had seen, 3) *to produce*, utilize natural section into a simple product, 4) *to communicate*, communicating their products to other people or their own families, 5) *to result*, commercialize the product to the point

²¹ Ibid

of the results, means to earn money, 6) *to reproduce*, it means giving discourse to the students that in order to be able to make back the products, they must be able to keep the source material, 7) *to reflect*, educators raise awareness that a product derived from raw materials, raw materials derived from nature. If nature is not maintained, then we would not be able to reap the results of natural.

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