

SOCIAL ENTREPRENEURSHIP EDUCATION BASED ON SUSTAINABLE DEVELOPMENT FOR PGMI STUDENTS

Muhyani¹, Salati Asmahasanah²

^{1,2}-Pendidikan Guru Madrasah Ibtidaiyah, FAI Universitas Ibn Khaldun Bogor, Indonesia.

muhyani@fai.uika-bogor.ac.id

Abstract : The background to this research is the low honorarium of teachers at MI and also the low interest in entrepreneurship among students studying at Madrasah Ibtidaiyah. Meanwhile, economic actors are now only concerned with the profits of capital owners who do not care about environmental sustainability. This research aims to formulate social entrepreneurship education based on sustainable development for PGMI students. The method used in this research is qualitative research with literature studies and interviews with several Madrasah Ibtidaiyah teachers. The result of this research is the formulation of a curriculum, model, and form of social entrepreneurship education based on sustainable development. The conclusion of this study is the need for PGMI students to practice social entrepreneurship based on sustainable development so that after graduation they can guide students interested in the world of entrepreneurship. It is hoped that teachers at Madrasah Ibtidaiyah will become pioneers of social entrepreneurship based on sustainable development where they live so that their lives will be more prosperous.

Keyword : Sosial, Entrepreneurship, Education

1. INTRODUCTION

The IMF and World Bank include Indonesia as the 100 poorest countries in the world. Data from the World Bank, Indonesia is ranked the 88th poorest country in the world with a GDP of US\$ 11.612, while according to the IMF it is ranked the 92nd poorest country in the world with a GDP of US\$ 12.378 (The World Bank, 2018). Meanwhile, the characteristics of a poor country are the high unemployment rate and the low number of entrepreneurs. Indonesia's number of entrepreneurs is still below 2.0% so it is categorized as a low-income country (GEM, 2018).

Indonesia's economic growth in 2019 only reached 5.02%, this condition was caused by the export value which was minus 4.88%. (Hamdani, 2020). As a result, many companies suffered losses. Not only private companies suffered losses, many state-owned companies also collapsed, apart from the result of minus exports, generally dominated by mismanagement and corruption. So that many companies experience financial difficulties with losses of trillions of Rupiah. Many of them did layoffs, so unemployment increased (Amani, 2020).

The economic crisis that hit Indonesia at this time caused a slowdown in economic growth of 2.97%, many companies went bankrupt and many companies stopped their activities, the number of unemployed increased by 212,394 due to layoffs (Indayani & Hartono, 2020). According to BPS data on the Open Unemployment Rate (TPT) in February 2021 there were

around 8.75 million TPT. Of these, the unemployed with higher education amounted to 1,254,000(BPS, 2021).

The high TPT with higher education is a serious blow to education managers from elementary schools to tertiary institutions, because most of the graduates only become workers, rarely do entrepreneurs (Hidayah, 2016). When compared to Malaysia and Singapore, the percentage of Indonesia's population who are entrepreneurs is still lower (Siregar, 2020). Therefore graduates of educational institutions must be directed to become entrepreneurs, and the cultivation of an entrepreneurial spirit must start from the basic education level. Education is able to foster an entrepreneurial spirit, even in developed countries including entrepreneurship education in the curriculum(Rusko, Hietanen, Kohtakangas, & Järvi, 2019)(Khairani, 2018)(Zaryab & Saeed, 2018). They realize that economic progress is only by training its citizens to be entrepreneurs, and being able to create their own jobs, and can even absorb other workers, unemployment will decrease. Efforts to reduce unemployment in a country is to create jobs through the development of entrepreneurship (Baluku & Otto, 2019) Entrepreneurship education is able to foster an entrepreneurial spirit. (Stout & Annulis, 2019)(Zaryab & Saeed, 2018) (Rusko et al., 2019)

Entrepreneurship today is generally oriented to business profits, without thinking about the environmental impact left behind. In fact, because they are only pursuing profits for the owners of capital, they do not care about the environmental damage that occurs, such as soil, water and air pollution, environmental destruction, depletion of forests so that the potential for flash floods threatens many areas in Indonesia. And tragically, the indigenous people who have been living in the area for generations do not get anything from the company that manages the mines in the area. This condition is contrary to the Constitution. Because of that, entrepreneurship education based on sustainable development is needed. Because entrepreneurs who are now players are the result of capitalist entrepreneurship education and are not in accordance with sustainable development which has now become the policy of nations around the world. To produce entrepreneurs who are in accordance with the mission of sustainable development, one way is through a spiritual approach(WAZIN, 2013)(Jinnah & Karachi, 2018)(Omri, Becuwe, & Randerson, 2017).

Entrepreneurship that is in accordance with sustainable development is nothing but synonymous with spiritual entrepreneurship, established for the benefit of the ummah, managed using a professional business approach, and social ownership as the wealth of association.(Wibowo & Nurhaqim, 2015). Sustainable development-based entrepreneurship cannot be separated from: 1. the concept of intergeneration equity (equal distribution of benefits for future generations) so that it must pay attention to environmental sustainability by suppressing the exploitation of unreplaceable natural resources. 2. Safeguarding the preservation of natural resources and the environment, guaranteeing the sustainability of the ecosystem (safeguarding) so that future generations can still enjoy it. 3. Managing natural resources only for the benefit of mutual welfare between generations. 4. Sustaining people's welfare, 5. Perpetuating the benefits of development in a sustainable manner by taking into

account the management of natural resources and the environment so that they remain sustainable. 6. Maintaining the quality of human life and their habitat (Mira Rosana, 2018).

The Directorate of Basic Education of the Ministry of Education and Culture as the policy maker in the field of basic education conducts sustainable development education, which aims to instill sustainable development values in elementary and junior high school students that integrate knowledge, values and life skills/skills (generic life skills). (Listiwati, 2013). PGMI students are prospective teachers at MI/SD, as prospective teachers they must be equipped with social entrepreneurship knowledge based on sustainable development. This provision is very useful for him whether as an entrepreneur or as a teacher at SD/MI who must introduce social entrepreneurship based on sustainable development to his students later. Moreover, the salary of honorary teachers at MI is very low when compared to honorary teachers at similar schools, so that the provision of social entrepreneurship education is very useful when one day he becomes a teacher. Therefore, entrepreneurship education based on sustainable development for PGMI students is very important to implement.

Based on the background above, this research is very important to do considering the very large number of unemployed graduates of higher education, and in accordance with UIKA's strategic plan, namely to produce graduates who are noble, creative, innovative, and relevant to the dynamics of societal needs. Because of this, it is necessary to formulate a curriculum, model and method of social entrepreneurship education based on sustainable development for PGMI students.

2. THEORETICAL FRAMEWORK

A. Social Entrepreneurship (Sociopreneurship)

Entrepreneurship is the courage to take the risk of doing your own business, taking advantage of opportunities to create new businesses by being innovative so that your business grows (Milla, 2010). One's entrepreneurial spirit grows through three approaches, namely: (1). Personality factors consisting of need for achievement and self-efficacy; (2) Environmental factors consist of family, friendship, access to capital, information, and social networks; (3) Demographic factors include age, gender, and education (Sumarsono, 2016). To become an entrepreneur one must have a strong will, be optimistic, honest, responsible, civilized, disciplined, have physical and mental resilience, be physically and mentally healthy, patient, diligent, tenacious, steadfast, think constructively and creatively (Maulida, Kusumah, & Permana, 2016).

Entrepreneurial spirit will grow from the influence of heredity and environment in this case through parenting parents, then from the educational process at school, and finally from the aspect of spirituality that allows a person to work for the welfare of others. (Wibowo & Nurhaqim, 2015). Education in schools through the role of the teacher by providing

entrepreneurship material is used as the initial momentum and formation of the mindset and spirit of becoming an entrepreneur (Ruswanti, 2016) (Anita & Endang, 2013) (Milla, 2010).

However, the entrepreneurial spirit that is currently developing in society still leads to personal business profits or certain groups, as a result conglomeration appears and now it leads to oligarchy. Because of this, this type of entrepreneurship must be abandoned and instead is social entrepreneurship, namely the application of business management skills carried out in conditions that are not economically profitable, but these activities can generate profits (profits). In simple language, social entrepreneurship is concerned with social interests or mutual benefits, not to pursue personal or shareholder gains. The hallmark of social entrepreneurship is the existence of innovations that can provide various solutions to social problems in society (Yaumidin, 2013). Kewirausahaan sosial merupakan aktivitas usaha yang tidak berorientasi pada keuntungan pribadi. Segala upaya pelaku kewirausahaan sosial didarmabaktikan dirinya demi untuk kesejahteraan anggota masyarakat (Wibowo & Nurhaqim, 2015). The first social entrepreneurship grew in Europe as a manifestation of the business world's alignment with social problems, this effort is the integration between economic and social aspects (Wiguna & Manzilati, 2014).

Social entrepreneurship has more specific characteristics when compared to entrepreneurship in general, while the characteristics of social entrepreneurship are: (a). Innovative, is an effort to find new things at every opportunity. (b). Multi-sector, social entrepreneurship activities cover all lines and work together with all parties for social welfare. (c). Orientation to the wider community, meaning that efforts are made clearly for the welfare of the community (Gusti, Palenti, & Kusumawardani, 2017).

According to Alter, social entrepreneurship has the following characteristics: a). Built for social purposes; b). Using an entrepreneurial approach with business techniques, being innovative, following the market, following profit-oriented business lines; c). Institutions owned by the community (social) to serve the community, do not have to be a legal entity (Wibowo & Nurhaqim, 2015)

Inequality in Indonesia's economic conditions, where the rich 1 percent control 49% of the economy, high levels of corruption, conglomeration, poverty that afflicts most people, and the existence of mafias that control people's basic needs and entrenched oligarchy are factors that encourage the growth of social entrepreneurship. It is an irony that a large country rich in natural resources is only enjoyed by a handful of people, there are entrepreneurs who control millions of hectares of land, while many poor people have no land to grow crops (Nurhadi, 2019). Social entrepreneurship grows as a result of concern for poverty that occurs in society (Wibowo & Nurhaqim, 2015).

The study conducted by Perrini and Vurro (2006) (Firdaus, 2018) describes the process of forming social entrepreneurship as shown in Figure 1.

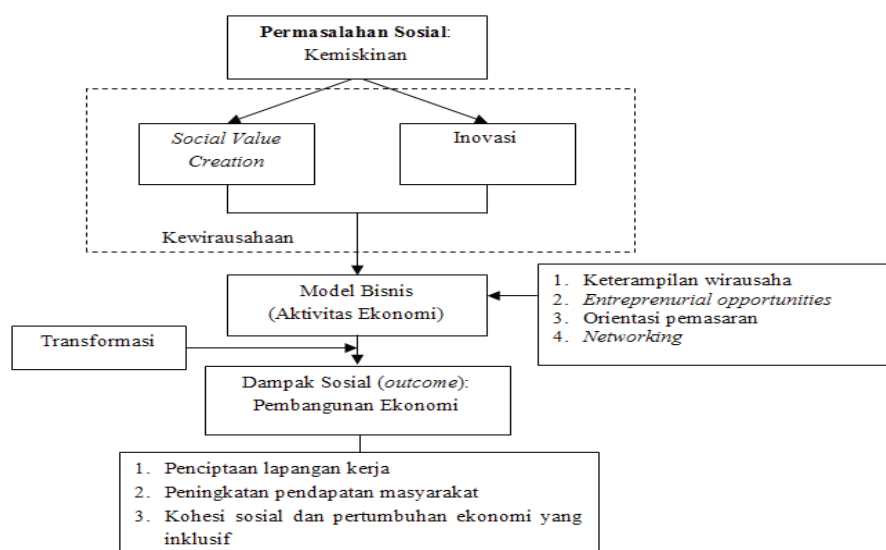


Figure 1: Social Entrepreneurship Process,

Figure 1 illustrates that social entrepreneurship begins with social problems that occur in society in the form of poverty. One way to overcome poverty is with an entrepreneurial approach. However, in entrepreneurship, the main focus remains on the realization of social value. Businesses that are developed use a business approach in general, businesses that are developed are oriented towards solving social problems. The purpose of its business activities is to create jobs, increase people's income, and increase economic growth.

B. Sustainable Development

Sustainable development is development that aims to meet the needs of the current generation without destroying the environment so that future generations can still feel it (khairani). Sustainable development strives for the welfare of the present and future generations (Rees 2018). Sustainable development is an effort to pursue economic growth while simultaneously caring for sustainable community welfare and quality of human life through equitable distribution of benefits in responsible and sustainable management of biodiversity so that ecosystems remain sustainable. (Khairina, Purnomo, & Malawani, 2020)

C. Konsep Pendidikan Kewirausahaan Sosial Berbasis Sustainable Development Bagi Mahasiswa PGMI

Students as agents of change must be able to implement the knowledge learned on campus to help the community in solving the problems they face. Ibn Khaldun University is committed to producing quality graduates who play a role in nation building, a manifestation of the program is the existence of courses on entrepreneurship. This course is given in order to provide provisions for students to be independent and able to become entrepreneurs, thereby contributing to reducing unemployment.

Entrepreneurship that has been given so far is still oriented towards entrepreneurship in a general sense, namely profit-oriented entrepreneurship that tends to be capitalist. Because of this, it is necessary to develop community-based entrepreneurship education and environmental sustainability.

D. The Importance of Social Entrepreneurship Education for PGMI Students

Increasing unemployment in Indonesia, which is dominated by a highly educated work force, and the minimum honorarium (salary) for teachers at MI, and the lack of interest in entrepreneurship for MI students are the main reasons social entrepreneurship education based on sustainable development must be given to PGMI students. Sustainable development-based student social entrepreneurship education is expected to be able to overcome the problem of unemployment and be able to increase the income of MI teachers, namely by opening up employment opportunities for the community, and for students being able to create jobs for themselves and the community, and guaranteeing the preservation of natural resources in Indonesia.

E. Thinking Framework

The framework for social entrepreneurship education based on sustainable development can be seen in Figure 2.

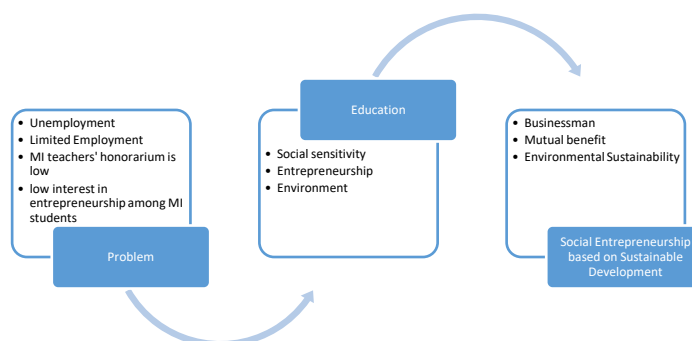


Figure 2: Social entrepreneurship education framework based on sustainable development.

3. RESEARCH METHODS

The research approach that will be carried out is qualitative research, by studying literature, and observing broadcasts on the YouTube channel and other sites that discuss various forms of environment-based social entrepreneurship. Conducting observations and interviews with environmental-based social entrepreneurs. The collected data is described in an interesting report which contains curriculum, models and methods of social entrepreneurship education based on sustainable development.

4. DISCUSSION

The Social Entrepreneurship education curriculum based on Sustainable Development for PGMI students can be designed with a focus on developing sustainable social entrepreneurship skills. The components of the Sustainable Development-based Social Entrepreneurship curriculum can be seen in Table 1.

Table 1 : Entrepreneurship Curriculum Based on Sustainable Development

No	Material	Objective
1	Concepts and Principles of Sustainable Social Entrepreneurship	Students can learn the basic concepts and principles of sustainable social entrepreneurship, such as social and economic
2	Social Problem Mapping	Students can learn techniques for understanding social problems that can be trained through social entrepreneurship. They may also study qualitative research methods to identify social problems.
3	Sustainable Product and Service Design	Students can learn how to design sustainable products and services, such as eco-friendly products and social services that promote social justice
4	Social Business Plan	Students can learn how to design a sustainable social business plan, including market analysis, operational plans, and social business model development.
5	Partnerships and Networks	Students can learn about how to build social entrepreneurial partnerships and networks, including partnerships with governments, civil society organizations and private companies
6	Reporting and Evaluation	Students can learn about how to evaluate and assess the social and environmental impacts of a sustainable social business, including the use of social performance measurement tools.
7	Field Practice	Students can take part in field practice at social entrepreneurship organizations to gain practical

		experience in solving social problems through social entrepreneurship
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The sustainable development-based social entrepreneurship education curriculum aims to introduce what sustainable development-based social entrepreneurship is, introduce social welfare, and how to manage nature for the common good but not damage the environment. Social entrepreneurship learning activities based on sustainable development combined with problem-based learning approaches and project-based learning are expected to be able to provide meaningful hands-on experience for PGMI students. This kind of learning experience can provide provisions for students in KKN activities and taking part in society after graduating from campus.

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The forms of Sustainable Development-based Social Entrepreneurship education for PGMI students that can be applied:

1) Food Security Sector

This field is related to the use of the surrounding environment to grow food crops, which can be tubers, grains, fruits, vegetables, ornamental plants, fish farming, free-range chicken (village) farming and other poultry.

2) Environmental Cleanliness Sector

This field includes waste management (re-use, re-duce, re-cycle), waste banks, compost production, and waste utilization for energy.

3) Marketing Field

Includes direct marketing, agency/distributor, online marketing.

4) Field of Nature Tourism

Includes utilizing potential lands to be processed into educational tourism sites to train planting, nurseries, harvesting, family recreation, places for field trips, outbound, and camping grounds,

5) Environmental Greening Sector

Utilizing vacant land to be planted with perennials producing fruit, medicine (TOGA), and other crops of economic value.

6) Education Sector

Organizing courses, training, guidance on reading and writing the Koran, religious education, skills education, study guidance, and career guidance.

7) Service Sector

Consulting services for family education and psychology, agency services, translation and other services.

8) Agriculture, plantation and fishery product processing sector

Processing agricultural products into commodities that are in demand by the market, processing chilies into dried chilies and ready-to-serve chili sauce, fried onions, sweets, shredded fish, shredded chicken, shredded beef, salted fish, smoked fish, fried chicken, fried fish, and others.

5. CONCLUSION

Social entrepreneurship education based on sustainable development is very important for PGMI students. Social entrepreneurship can help students to develop entrepreneurial skills and also make a positive contribution to society. In the context of sustainable development, social entrepreneurship can help overcome social and environmental problems that exist in society. PGMI students can learn how to identify social and environmental problems that exist in society and develop creative and innovative solutions to overcome these problems.

In addition, social entrepreneurship education can also help students to develop leadership and training skills that are important in running a successful social enterprise. By studying social entrepreneurship, PGMI students can also learn ethical values and social responsibility which are important in building sustainable social enterprises. And after graduation you can take part in society to move forward together, so that when you become a teacher you can be more professional because it doesn't depend on a relatively small salary.

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