

Towards SDGs with Ecopedagogy Approach and Application of Entrepreneurship Value in IPS Learning

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Abstract: The Sustainable Development Goals (SDGs) are a global action plan agreed upon by world leaders to end poverty, reduce inequality and protect the environment. The SDGs principles are important to be applied in learning to improve the quality of human life now and in the future so that they are able to process in global competition. Education is an important sector that is expected to improve the quality of human resources. The development of learning processes in accordance with the needs of the SDGs includes developing entrepreneurial values with an integrated ecopedagogy approach in the learning process. This study aims to integrate the principles of SDGs in social studies learning with an entrepreneurial vision with an ecopedagogy approach. This article is a literature review of various scientific study articles and books related to ecology, agroecology, and entrepreneurship. Literature study shows that social studies learning with an ecopedagogy approach is oriented to students, making the environment a source of learning and can improve students' critical thinking skills and grow awareness of the environment. Meanwhile, education with the application of entrepreneurial values can develop a disciplined, enthusiastic, active, creative attitude, and care about the potential that exists in the environment around them, as well as trained in their entrepreneurial spirit.

Keywords: SDGs, Ecopedagogy Approach, Entrepreneurship, Social Studies Learning

Introduction

Global issues require the attention of all parties, especially related parties who play an important role in being able to contribute to solving problems that arise in the global era that is full of digitalization technology. Education is the most important thing in improving the quality of human resources, especially in this digitalization era, so there needs to be innovation in it. Sustainability -based learning to achieve sustainable development goals in order to overcome these global issues. One of the ways to achieve sustainable development is through education. The importance of integrating the principles of sustainable development in learning is to improve the quality of human life both now and in the future.

Learning in schools is expected not only theoretically, but practically and contextually that is useful to help students survive and improve the quality of life. Indonesia's future human resources must be able to compete globally.

The implementation of the Asean Economic Community (MEA) system which has been implemented since December 31, 2015 demands the need for skilled and competent Human Resources. Competence of Indonesian Human Resources is needed in order to be able to compete both regionally and globally. However, based on the Human Development Index-HDI (Human Development Index-HDI) Indonesia is ranked 108 out of 169 countries in the world, while among 8 Asean countries, Indonesia is ranked 6th (Agustina, 2017).

Learning in elementary and secondary schools has not been optimal in implementing learning principles that are oriented towards sustainable goals. This can be seen from the learning indicators that have not been oriented to the environment, learning is still theoretical. Nature is considered as an object of life that continues to be exploited by humans through the practice of pollution, destruction and various other bad actions. This condition is a reflection of the low ecological awareness of the community. Based on this, ecological education is very much needed as an effort to carry out a critical reflection on these conditions. Thus, ecological education can foster meaningful awareness of

ecological literacy (Richard, 2010).

Methods

This article is a literature review of various scientific study articles and books related to ecology, agrotourism, agroecology, and entrepreneurship. All data collected comes from journals, books, or other sources. This method approach can provide knowledge related to the ecopedagogy approach and the application of entrepreneurial values in social studies learning. This literature study was carried out by reading relevant sources to obtain the necessary data (Arikunro, 2013). Literature study research is a research method that uses scientifically designed references or references which includes collecting reference materials related to research objectives, data collection techniques using literature, and integrating and presenting data. Literature study research is research that uses a collection of information and data obtained from sources such as documents, books, articles, magazines, news, and so on (Danandjaja, 2014).

Results and Discussion

Development is essentially a continuous process between various dimensions, both social, economic, and environmental dimensions aimed at the welfare of the community. Data from the Central Statistics Agency show that the number of poor people in Indonesia in March 2022 was 26.16 million people. Likewise with level data Open unemployment in the last 3 years in Indonesia is quite high. This condition is an indicator that Indonesia's human resources have not been able to compete. Unemployment tends to be correlated with increasing poverty rates. This can be seen in the following BPS data (BPS, 2022):

Table 1.
Unemployment Rate by Education Level 2019-2021

Tingkat Pendidikan 2	Tingkat Pengangguran Terbuka Berdasarkan Tingkat Pendidikan		
	2019	2020	2021
Tidak/Belum Pernah Sekolah/Belum Tamat & Tamat SD	2,39	3,61	3,61
SMP	4,72	6,46	6,45
Universitas	5,64	7,35	5,98
Diploma I/II/III	5,95	8,08	5,87
SMA umum	7,87	9,86	9,09
SMA Kejuruan	10,36	13,55	11,13

Sumber: Survei Angkatan Kerja Nasional (Sakernas)

The implementation of the ASEAN Economic Community (MEA) system which has been implemented since December 31, 2015 demands the need for skilled and competent Human Resources. Competence of Indonesian Human Resources is needed in order to be able to compete both regionally and globally. However, based on the Human Development Index - HDI (Human Development Index-HDI), Indonesia is ranked 108th out of 169 countries in the world, while among 8 ASEAN countries, Indonesia is ranked 6th (Agustina, 2017). This shows that Indonesia has not been able to compete, both globally and regionally.

Global Competition is a competition for Human Resources (HR) from a comparative advantage to a competitive advantage. Education is an important sector that is expected to be able to improve the quality of human resources. Development of an educational curriculum that is in line with the needs of MEA, one of which is education with an entrepreneurial vision and environmental education that is integrated into the learning process. This entrepreneurship-oriented education should not only be local content or material in economics lessons, but must be the content of all subjects marked by a

learning process that applies principles and methodologies towards building life skills (live skills).

So that future generations of Indonesians have the skills and ability to adapt to developments locally, regionally and even globally. In addition, damage to the earth is also a social problem that is a problem locally, nationally and globally. Sustainability is the key to improving the quality of life of the global community for the present and the future. Industrial agriculture is turning the Earth into a production unit, farmers into high-tech sharecroppers, and is the biggest cause of our environmental degradation. This condition distorts the proper relationship between man and nature.

Soil is an important foundation for agriculture, as well as a place where food crops grow. Keeping the soil always healthy, of course, we will also ensure the availability of a sustainable food supply. Healthy soil supplies the essential nutrients, water and oxygen for food-producing plants, so they can grow and develop properly. Judging from the general composition, soil consists of 45 percent minerals, 25 percent water, 25 percent air, and 5 percent organic matter (Subianto, 2020). Sustainability development is a perspective in meeting the needs of the present without compromising future generations to meet their needs both in terms of competence and the environment in which they grow and develop (Gadotti, 2010).

The world's attention to environmental problems has long been carried out. Starting from the implementation of the Earth Summit (Summit) in Stockholm, Sweden in 1972. At the conference an agreement was reached on the relationship between environmental issues related to sustainable development. Since then the concept of environmentally friendly development has begun to be implemented in the implementation of development by various countries. In 2000, world leaders agreed on 8 specific and measurable global development goals called the Millennium Development Goals (MDGs). The achievement of the goals in the MDGs has a target time of 2015.

In the future agenda to continue the MDGs, a conception is developed in the

context of the post-2015 development framework/agenda, called the Sustainable Development Goals (SDGs). The MDGs are the goals and responsibilities of all countries participating in the Millennium Summit, both to their people and jointly between governments. Then it was developed into Sustainable Development Goals (SDGs) which is a global agenda with the spirit that the positive impacts of development must be enjoyed by all parties without anyone being left behind. The spirit within the framework of the SDGs is in line with the national development goal of providing welfare for all Indonesian people.

The SDGs have programs that are in line with the MDGs, but have some differences. The MDGs formulated by Organization for Economic Co-operation and Development (OECD) countries and experts from several international institutions are different from the SDGs which involve a wider range of stakeholders. From the outset, the SDGs were made through a very inclusive participatory process by means of direct consultation with all parties (government, civil society, academia, the private sector and the philanthropic community) from both developed and developing countries. This contributes to some important differences between the MDGs and SDGs.

First, the SDGs are formulated based on the principles of human rights, inclusiveness, and anti-discrimination. Second, in terms of the agenda, the SDGs do not only focus on efforts to meet the needs of the present, but also pay attention to future or sustainable needs. Third, the SDGs are aimed at ensuring that all human beings can enjoy a prosperous life and that economic, social and technological progress occurs in harmony with nature/environment. Fourth, the SDGs are also designed to promote peace in order to create a just and inclusive society that is free from fear and violence. Fifth, the SDGs prioritize the cooperation of all stakeholders. The MDGs and SDGs also differ in the number of goals and indicators. Previously, the MDGs had 8 goals and 60 indicators. In the SDGs, that number has been transformed into 17 goals and 232 indicators (last revision of (UNStats in March 2017).

Among the 17 goals in the SDGs, there are 4 that are completely absent from the MDGs, namely goal 9 (industry, innovation, and infrastructure), goal 10 (reducing inequality), goal 11 (sustainable communities and cities), and goal 16 (peace, justice, and strong institutions) (Hafiz, 2017). Based on the results of the literature review that the author has conducted, one of the results of observations and early-stage interviews conducted by Alfi Maziyah Churil Ain, that students do not fully understand the concept of sustainability because they are not used to connecting learning material with social ecological aspects in their surroundings (Ain, 2022).

Subjects at the elementary and secondary school levels that are in accordance with the concept of sustainability include social studies or social sciences (IPS). This field of study is an integration of several related social sciences that are oriented toward building students' intellectual skills and abilities to be able to participate in society. The social science discipline is very useful in providing true facts and theories and principles that can be used in the decision-making process (Winataputra). James A Bank also explained that the main goal of social studies is to help students develop the ability to make rational decisions so that they can solve personal problems in social action in influencing public policy (Bank, 1977).

Based on this, it is necessary to update and modify IPS learning that is relevant to the principles of sustainability. Research on the development of sustainability-based LKPD in social studies learning for grade VI SD on students' critical thinking skills applying the 4D model through the stages of analysis (Define), design (Design), develop (Develop), and disseminate (Disseminate). Student perceptions when using Sustainability-based worksheets are quite good. The process of critical thinking in Sustainability learning can be a means for students to get to know the environment, things that are environmentally friendly or not, and sustainable or not, so that awareness of the environment will arise which affects students' knowledge, skills, and attitudes in the decision-making process.

Through the use of Sustainability -based LKPD in social studies learning, students are expected to be able to understand and apply the concept of Sustainability , so that real efforts arise in achieving sustainability of life on this earth. With this habit, it is hoped that the awareness of the Indonesian people towards sustainability will also increase and there will be potential in efforts to solve global issues together for a sustainable life. The teaching material product is in the form of Sustainability-based LKPD in social studies class VI SD which is proven to be valid and practical based on the feasibility validation of experts and students as users, so it is feasible to be applied in learning. In addition, the effectiveness of Sustainability-based LKPD for students' critical thinking skills is quite effective.

The difference in the average pretest and posttest scores which describe students' critical thinking skills shows an increase when understanding problems in the context of Sustainability. Through this critical thinking process, students' awareness of the environment and the importance of environmental functions, as well as its preservation in life, arises. The use of Sustainability-based LKPD in learning can be supported by the use of learning media, such as Power Point to support students' understanding of the Sustainability concept as initial knowledge and/or assumptions (Ain, 2022).

Research conducted by (Holihah, 2016) the title Implementation of the ecological wisdom values of the Cigugur indigenous people in social studies learning. This study concludes that social studies learning can be carried out more meaningfully when it involves a wider portion of students. His research concluded the following: 1) The value of the local wisdom of the cigugur indigenous people includes environmental preservation, disaster mitigation, and environmentally friendly consumption patterns. The value of environmental preservation includes aspects of agricultural patterns, patterns of guarding prohibited areas, patterns of guarding springs and the implementation of seren tau.

The pattern of public consumption is applied to tackle environmental pollution, in line with the paradigm of the cigugur indigenous community which promotes

harmony in life (Tri Panca Tunggal) with the concept of a sustainable lifestyle (sustainability). 2) Implementation of the value of ecological wisdom of the cigugur indigenous people in social studies learning in the form of environmental conservation values, simple living and in harmony with nature, sustainable lifestyles, compassion for nature, environmental care and disaster mitigation.

The implementation of the learning process should also aim at actual learning outcomes that are applicable in life. Actual or authentic learning outcomes are the accumulation of concrete and abstract abilities to solve life's problems. The following are the results of research conducted by (Wahyudi, 2019) entitled Life Skills Integrated Learning in Craft and Entrepreneurship Subjects for Class XI IPS at MAN Batu City. It is carried out through several stages, namely: planning, implementation, and assessment stages. Planning Phase: PKWU studies teachers reorient the curriculum, in terms of the learning process and its assessment.

The teacher uses an educational component in the form of curriculum content (Curriculum-2013 revision) which is outlined in the form of learning tools, especially the PKWU Mapel literacy-based lesson plans that are integrated with the content of life skills aspects. This is then actualized at the Implementation Stage: in the implementation of the learning process, the development of life skills carried out by Mapel PKWU teachers is by habituation of good behavior, arranging/compiling the content of the material, preparing/regulating learning activities, and correction and strengthening behavior.

In this life skill, students are trained in various related skills, by applying subject concepts (theoretical foundations) to performance activities (processes and product results), both in classroom practice (at school and at home), and field practice. (outside school/in the community). It is ended with the Assessment Stage: the assessment of learning outcomes is expected to help students to improve the perspective of higher order thinking skills (Higher Order Thinking Skills). There are three domains used to assess students for the results of the PKWU subject learning process, according to the existing curriculum (revised

2013 curriculum), namely; affective aspects (KI 1 and KI 2), cognitive aspects (KI 3), and psychomotor aspects (KI 4).

The implications of learning integrated life skills in craft and entrepreneurship subjects to Develop Self Potential in Class XI Social Sciences, which is obtained by students in class XI IPS 1 at MAN Kota Batu has a balance between affective aspects, cognitive aspects, and psychomotor aspects which are emphasized in this study. . So that they become individuals who have a certain skill competency and at the same time excel in noble character or character. These include: a. Moral action; b. Act of interest; c. Idea of creation; d. Insight into the environment; e. Entrepreneurial action.

This finding by Imam Wahyudi shows the relevance of how students' competency skills in craft and entrepreneurship subjects are also relevant to the discussion of previous findings, namely students ' Insight into the Environment skills also increase by implementing life skills in learning. Entrepreneurial knowledge possessed by students has a positive influence on one's attitude. Life skills can be interpreted as skills or abilities that need to be possessed by someone so that they are able to live a good and independent life. Life skills cannot be taught instantly but need to exist together with the educational process since one is still a child.

In the context of efforts to continue a higher quality life, the characters relevant to life skills are entrepreneurial characters with indicators of self-confidence, hard work, careful/ economic calculation , independence, perseverance, contribution to family, consistency, ingenuity, flexibility, and courage to face risk. Many things can be done in order to develop the entrepreneurial character, Change the point of view to become an employee or change the employee first with the point of view of looking for employees. In the sense that the future young generation should think about how to create jobs. This does not have to depend on capital, high level of education and so on. The principle is to dare to start being creative and take advantage of existing resources to continue to develop them in a wise and friendly way to the social and physical environment around us.

Conclusion and Recommendation

Of the goals of sustainable development is education that uses an ecopedagogy approach. Ecopedagogy must be able to develop a learning process that trains students with hard skills and soft skills . Hard skills relate to aspects of crisis knowledge about dealing with the social and natural environment and the problems it causes. Soft skills relate to traits such as tenacious, creative, innovative, professional, confident, and polite, related to ecological intelligence in the form of being frugal in using natural resource-based products, having traits and attitudes to live in harmony with nature, using skills to preserve nature, and apply wise traits taken from history to live in harmony with nature (Supriatna, 2017). In addition to ecopedagogy applied in social studies learning, agroecology is also the way we treat the earth and the environment so that we have the opportunity to survive for a clean and stable earth for health, beauty, spiritual maturity and for the next seven generations.

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