

Entrepreneurial Curriculum Development through the Production of Eco Print Batik for Primary School

Ranti Kurniasih¹, Slamet Santoso², Fery Setiawan³, Nur Sayidatul Muntiah⁴

^{1,2,3,4}Universitas Muhammadiyah Ponorogo, Indonesia

ranti.kurniasih@gmail.com, ssantoso_0219@yahoo.co.id, fery.fahrissetiawan@gmail.com,

nursayidatul@umpo.ac.id

Abstract

This study is designed to cultivate a primary school curriculum that is particularly related to entrepreneurship. It is vital for primary school students to recognize and be taught Entrepreneurial education earlier as a paramount component in enhancing their independence and competence to seize the opportunities in the era of free marketplace today. Not only is this research driven by the fact that the introduction of entrepreneurial-related professions has been low compared to other professions, but also conducted to explore and stimulate the entrepreneurship values of primary school students, empowering the human resources competence. Entrepreneurial-based curriculum can direct the learning process of both students and teachers possessing indispensable roles to cultivate concepts concerning entrepreneurial activities. This curriculum development, ultimately, becomes a challenge to encounter an economic crisis, as well as, an opportunity to prepare young generations that are not limited to be ready to work but open field work.

Keywords

education; curriculum; entrepreneurship



I. Introduction

Every country has never been able to avoid an economic crisis happening in the last decades. This creates such awareness on the importance of building fundamental economic power embedded in every citizen of the country. The increase of the entrepreneurship number in a country is one of the indicators of its economic resilience and advancement. Entrepreneurship sector, admittedly, has an essential role to push the national economic growth through the manifestation of added values on both services and products. The introduction of entrepreneurship for students in primary school level is considered necessary as a fundamental way to foster their leadership and entrepreneurship early.

Every life phase is in need of the existence of human resources that are competitive in any circumstance, mainly these days in which technology development is becoming more sophisticated. The role of education so far is restrained to only graduate the students which are generally directed to become job seekers instead of job makers. Recognizing the true value of education is for the purpose of appropriate evolution of humans in their societal life and vicinity through the insight obtained with their wits. Education, hence, is deemed to be involved more totally and justly to achieve its purposes summarized in its curriculum.

Entrepreneurship has become a topic to discuss lately since it is mostly believed as a solution to various polemics witnessed by Indonesian citizens, especially in combating the poverty which rate keeps sharply going up. This research, therefore, is considered paramount since entrepreneurship brings more advantages in the establishment of human resources for the economy of a nation. An entrepreneur is a person who dares taking the risks to open a business in any situation. Having the courage to face the risk means to own an independence mentality to start a business without being overwhelmed with the fear and worry of the uncertainty. The education of entrepreneurship is the most recent international discussion which has to be continuously observed and dynamically developed in every part of the globe as an endeavour to elevate the national competitiveness that is capable of producing job-makers graduates, not just those who graduate and seek jobs.

II. Research Method

This study utilizes library research connected with case studies as its approaches. Library research is a study used to collect the information and data with the accumulated materials available in the library such as documents, books, magazines and relevant tracks of history. Data source that becomes the research basis is books and journals. Meanwhile, the study cases observe the curriculum implemented in MI Alam Islamic Centre, Ponorogo. Study case is a part of research methodologies which demands the researchers to be more accurate, meticulous and significant in unveiling the case and event, either being described in individual or in-group. Data collection technique of the study is documentation, evaluated with a content analysis method.

III. Discussion

Curriculum is derived from Latin which in the beginning is defined as a running course, interpreted in France as courier which means to run. According to Oemar hamalik (2015) curriculum means curriculai, a distance that a runner must go through. The world of education defines curriculum as a period of education that must be taken by students to get a diploma, that becomes evidence of the completion of the curriculum period which is in the form of a lesson plan, similar to a runner that has to run from one place to another to reach the finish line. Hornby in his book entitled curriculum elaborates that learning is a component that will be set as a foundation. Curriculum is a determinant of whether or not education improves. As a result, it is an instrument to achieve the direction of the learning purposes, as well as the benchmark of learning providence in all educational levels. Every educator should grasp and know the curriculum development to assist students in enhancing their potential, including physics, intellectual, emotional, religion-based socio, etc.

Several curriculum principles that have been implemented are to have the relevance in mission, vision, purpose, content and learning process in its framework, probing its relevance with the demand, needs and the development of society. The second principle is flexibility depicting that curriculum must be elastic and not stagnated. Next is that the curriculum must be aligned with sustained students' potential development and constant improvement and adjustment with era changing demands. The fourth is simplicity or efficiency. In other words, it is easy to apply, utilizing simple media with an affordable price. Effectivity is the fifth, portraying that even though the curriculum seems cheap and simple, its success rate must also be taken into account. Curriculum development ought to be done following the progression of era, balancing the society civilization and technology as present

times. The cornerstone of the curriculum development is in its philosophy, psychology, socio-culture, science and technology.

3.1 Entrepreneur-based Curriculum

Entrepreneurship is an attitude, spirit and ability to create something novel or polish an old material to have a higher selling price, becoming beneficial for themselves and others. Entrepreneurship is a tool to induce people and a miscellaneous source of resources in translating art, developing and gaining solutions to resolve the problems regarding the fulfilment of human needs. Entrepreneurship is, therefore, those who have capabilities and are smart in developing their efforts for the purpose of excelling their and other life quality (Kemdinan, 2010).

Entrepreneur education is one of the concepts of education with a goal to ignite the zeal of students to be more proficient and innovative in doing everything, mainly in the exploration of novel matters. Such educational processes demand students to be productive, oriented to supplying them for a rapid change, responsiveness and grasp on societal necessities in both economic and social perspectives.

The instillment of entrepreneurship values in school curriculum obliges teachers to correlate the lessons and relevant materials to be taught regardless of the forms as long as relatable to entrepreneurship. Such countermeasures will transform students to attain entrepreneurial insights. This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice, and experience the learning process of various knowledge and skills. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). Education is something important and cannot be separated from a person's life, both in the family, society and nation (Sari, 2021). Education has a very strategic role in determining the direction of the forthcoming of the nation's quality of community knowledge (Musdiani, 2019). This compulsory education program is expected to provide minimum education for Indonesian citizens to be able to develop their potential so that they can live independently in a community environment or continue their education to a higher level (Martono, 2020). Learning activities at school which relates entrepreneurship as a balancer of the students to implement what their teachers deliver. For instance, a teacher of Math may convey money-related material so that the students identify the value of money and its utilization. From such, school shapes creative activities for students to practice their authentic ideas like having them create products, assessing its initial capital and promoting their products to whomever, be them their friends, teachers, parents and society in general. Indirectly, they learn how to be an entrepreneur. From the creation process until promotion will expose the students' sense of having multifaceted experiences. Starting with the idea brainstorming, realization phase, selling approaches, profits loss possibilities estimation of what they produce, this will be more impactful if teachers and school constantly supervise and support any relevant activities or learning patterns as have been depicted. Granted, in a decade or two, students are forecasted to be more resilient economically. Additionally, as a proverb 'killing two birds with one stone', students, on the other hand, will learn to be skilful entrepreneurs while learning compulsory subjects at school. For example, they employ their insight of recognizing the value of money in Math, while being brave in promoting their products in a subject of Indonesian language, and so on.

3.2 Model of Character Development Based on Entrepreneurship through Eco print Batik

One of techniques to improve entrepreneurial characters toward students is by teaching them the production stages of Eco print batik. Eco print batik is one of batik production processes, harnessing the natural resources like plants. Eco printing technique is defined as a process of colour and shape transfer to fabric through a direct contact (Flint, 2008). Flint applied this technique by gluing plants that have colour pigments to the fabric, rolling and binding it, followed by its boiling process in a huge pan. Eco printing exploration aimed to unlock possibilities of new visuals applied to products like shoes, clothes, etc. The process uses natural fuels, beginning from fabric selection until its colouring process. Additionally, eco printing generates wastes, either in its liquid or solid form, that is not hazardous toward the environment. Its exploration in Indonesia suggested having potential of improvement with multifarious plants growing in Indonesia forests. For example, to use Jati leaves as its principal motive. Jati trees are one of first-rate commodities so its availability is almost ensured. Nevertheless, the use of leaves and flowers might have beautiful results in the application of this technique.

This technique combines the leaves' motifs with various flowers with strong colour and unique leaf's structure, basic colour gradation which are classified as a distinctive color from Indonesia. Jati leaves (*Tectona grandis*) used as core motive material is a fresh dark green one. Secang wood (*Caesalpinia sappan L*) and the skill of dry Jelawe (*Terminalia cattapa*) as natural colours provide basic colours for the fabric. Process of colour lock or colour fixation uses alum, an additional safe chemical substance. (India Flint, 2008: 24). Eco printing has stepped further to not only constrain the production of practical commercial products that fit to the environment, but also incentivize comprehensive reassessment on how the environment can be sensed, grasped and expressed by those involved in the production. (Edward Denison et al 2010: 151).



Figure 1. Ecoprint Batik Production Enterpreneurship



Figure 2. Training on Making Ecoprint Batik with Pounding Technique



Figure 3. Ecoprint Batik Making Training with Steam Technique

The character development commences with the introduction of Eco print steps to teachers as the material translators in the learning process at school. Through workshops and practical activities for teachers will ease the learning process delivery later toward students. Moreover, eco printing could nurture the spirit and passion of teachers in entrepreneurship. By introducing this technique, their sense of entrepreneurship is sharpened due to their potential to match the colours of both leaves and flowers used in this technique will highly determine the result of batik production. Eco printing can efficiently minimize the energy use in its process which, in the same fashion, can be said to be eco-friendly. This technique is by putting the plants as the primary ingredient in fabric, rolled, tied, boiled together with the natural color which makes the printing and colouring process to the fabric is simultaneously executed. This lessens the use of energy and water in the dyeing process with natural color before being washed to get the expected colour. Other than time-efficient, the production process harnesses less materials compared to the natural color extraction generally. The liquid waste of the production like the extracted essence from natural color is to be utilised to colour the fabric by dipping or for another eco printing process. The solid waste like Secang and Jelawe wasted from the boiling process can be recycled to be a fertilizer, whilst the silk fabric in the form of cut waste might function as accessories.

V. Conclusion

The aforementioned explanation shows that economic globalisation and financial crises emerging in any part of the world have become a particular challenge for education. Such indicates the arising of entrepreneurship-based curriculum planning with a conviction that entrepreneurship may increase creativity and independence of students which prepare them to be more competitive in the long term to face globalisation era and economics crisis. Curriculum becomes the most prominent pillar to build economy inasmuch as curriculum works as an indicator upon achieving the educational goals and a parameter in the implementation of teaching of myriads education levels. The curriculum development has been a topical issue for educational observants. Educators are supposed to follow the direction and purposes of curriculum development. One of the activities that is relevant to enhance entrepreneurial curriculum is through the production of eco printing as a practice involving the direct engagement of students. Through this project, students are expected to have a spirit to develop mentally and emotionally, shaping their personality to alter the paradigm of labour to be job makers for others.

References

- Arsani, et.al. (2020). Differences in Motivational Orientation in Physical Education in terms of Gender Differences. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (3): 1428-1434.
- Denison, E., & et al. 2010. *Print Formats an FFinishes: The Designer's Illustrated Guide to Brochures, Catalogue, Bag, Labels, Packaging and Promotion*. United Stated: Rockport Publisher.
- Development Team of MKDP, *Curriculum and Teachings*, (Jakarta: Rajawali Pers, 2012), 16
- Flint, I. 2008. *Eco Colour: Botanical Dyes for Beautiful Textiles*. United Stated: Inter-wave Press Inc.
- Hamalik, Oemar.2015, 'Curriculum and Teachings' Jakarta: Bumi Aksara

- Hamam Nasirudin, 'Curriculum Management of Bilingual Class System (Bcs) in Islamic State High School (MAN) 2 Kudus (Analysis Study on Curriculum Management)', *Journal of Quality Islamic Education*, 3.2 (2015), 295.
- Hasan Baharun, *Curriculum Development; Theories and Practices (Concepts Principles, Approaches, and Steps of PAI Curriculum Development)* (Yogyakarta: CV Cantrik Pustaka, 2017).
- Herlina, Maris S, et al. 2018. "Eco Printing Exploration for Sustainable Fashion Products", Surakarta: Universitas Sebelas Maret.
- Martono, T., et.al. (2020). The Effectiveness of High School Affirmations (ADEM) Repatriation: Empirical Evidence from Central Java and Special Region of Yogyakarta, Indonesia. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (4): 1841-1847.
- Musdiani, Mardhatillah, and Khausar. (2019). Analysis the Role of Headmaster in Applying Quality of Education in Primary School Districts, Aceh Barat. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 2 (3): 27-35.
- National Education Ministry. (2010). *Entrepreneurship Education Development. Training Materials to Strengthen Learning Methodology - Culture Value-based Study to*
- Nur Hidayah, 'Initiating an Education with Entrepreneurship value in Islamic Higher Education: Case Study of Sharia and Islamic Economics Faculty of IAIN, SMH Banten 2014-2015', *Islamisconomic : Journal of Financial Economics and Islamic Business*, 7.1 (2016), 78.
- Pohan, A.M., Asmin, and Menanti, A. (2020). The Effect of Problem Based Learning and Learning Motivation of Mathematical Problem Solving Skills of Class 5 Students at SDN 0407 Mondang. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (1): 531-539.
- Sari, D.N. (2021). Implementation of Educative Learning Media Counting Tree to Improve Student's Cognitive Abilities in Kartika Tanjung Morawa Kindergarten. *Britain International of Linguistics, Arts and Education (BIoLAE) Journal* Vol. 3 (1): 22-28.
- Shape Competitiveness and Nation Characters. Jakarta: Bureau of Research and Development of Curriculum Centres.
- Sri Setyaningsih, 'Curriculum Management of Study Program of Primary School Teacher Education in Higher Education', *Varia Pendidikan*, 28.2 (2016), 200.
- Suprihatin, 'Humanistic Approach in Developing Islamic Education Curriculum', *POTENSIA: Islamic Education Journal*, 3.1 (2017), 83.
- Syafiqiyah Adhimiy Hasan Baharun, 'Curriculum Development Through Creative Lesson Plan', *Cendikia*, 16.1 (2018), 41-62.
- Tejo Nurseto, 'Entrepreneur-based Education', *Journal of Indonesia Accounting Education*, VIII.2 (2010), 7.
- Waluyandi, F., Trihastuti, R., and Muchtarom, M. (2020). Implementation of Parental Involvement in Learning Civic Education. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal* Vol 3 (4): 1686-1695.