

Back to Nature Program: A New Paradigm of Facing Global Challenges

Wilatikta Winda Manila Supardi ^{1,*}, Achmad Supriyanto ²

¹ *Department of Educational Management, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

² *Department of Educational Administration, Faculty of Education, Universitas Negeri Malang, Malang, Indonesia*

*Corresponding author. Email: manila980@gmail.com

ABSTRACT

The government continues to improve the education quality for the nation's generation in the era of society 5.0. This research is a literature study with a descriptive qualitative research approach that aims to analyze the Back to Nature Program as a new paradigm design in preparing the nation's generation to face global challenges in the era of society 5.0. In this literature study research, the author uses various sources such as articles, journals and documents that are relevant to reviewing this research. The results of this study show that the key to the successful implementation of the Back to Nature Program is the cooperation and participation or active role of all students, teachers, staff, parents / guardians of students and the surrounding community. In addition, schools can also collaborate with government agencies and students. Activities in the Back to Nature Program include an introduction to the world of agriculture and fish cultivation, market days, field trips, and year-end activities. While the strategy in implementing this program is learning development and training tools on agriculture and entrepreneurship for educators. The implementation of several strategies in the Back to Nature Program is expected to achieve goals and produce a superior generation to be ready to face global challenges in the future.

Keywords: back to nature, new paradigm, education

1. INTRODUCTION

Education in Indonesia today continues to improve the quality of education quality for the nation's generation. The era of society 5.0 is a human-centered concept based on technology to face challenges and solve social problems. This era will be a challenge and opportunity for the world of education to be able to improve students' skills and abilities as their capital in the future [1]. Based on the socialization from the Ministry of Education and Culture (Kemendikbud), there are several skills that must be possessed to face challenges in this era, ability to solve complex problems and be able to think critically, communication skills, creativity and be able to collaborate [2]. To master some of these things, the world of education must prepare the nation's generation from an early age through learning in schools. One of them, by instilling entrepreneurship education.

The importance of entrepreneurship education in the school environment. There are 5 entrepreneurial values that can be applied, they are creative and innovative thinking, independence, courage to take risks, responsibility and leadership attitude [3]. The application of entrepreneurship education also does not conflict with Law Number 20 of 2003 concerning the National

Education System is listed in the document of National Medium-Term Development Plan (Rencana Pembangunan Jangka Menengah Nasional / RPJMN) 2010-2014 to involve educated personnel in increasing economic growth by having the ability to create jobs or entrepreneurial and able to answer the challenges of labor needs [3].

Quoting from Dewi [4] the application of entrepreneurship education can be carried out in an integrated manner with various other activities such as included in all subjects, extra-curricular activities, practical activities, contained in books and teaching materials, the formation of school culture and school local content. Activities in agriculture and fish farming can be objects that will support the cultivation of entrepreneurship education. Considering that the number of Indonesian farmers is at the lowest level in the last ten years with a total of around 4 million people from Indonesia's 264 million population [5] and still low interest of the young generation in the agricultural sector due to weak agricultural education, the agricultural business climate has not yet been created and yet the formation of a young agricultural entrepreneur community. Furthermore, according to Saputro [7], "the

awareness of the young generation of the importance of the agricultural sector seems too late if they have to wait for them to choose to study in the field of agricultural science". So, since elementary school it is necessary to apply an understanding of the importance of agricultural education.

In another study, the introduction of agricultural activities to elementary school (SD) children through extracurricular activities was also proven to increase the percentage of student interest by 16% and the desire to work in agriculture by 29%. Therefore, early argoeducation activities will be the main step in being able to introduce children from an early age to the world of agriculture and foster interest in the agricultural sector so that it can form young agricultural entrepreneurs.

Based on the above explanation, the authors draft a new paradigm through the Back to Nature Program at the elementary school level to prepare the nation's generation to face global challenges in the era of society 5.0 by collaborating entrepreneurship education with early argoeducation activities.

2. METHOD

In writing this article, researchers used a literature study method with a descriptive qualitative approach. The literature study method is a research method that is carried out by searching for sources from journals, books and documents that are relevant to the topics discussed. Information obtained from literature studies can be used as a reference to strengthen existing arguments [9].

Literature studies contain reviews, summaries and writers' thoughts from several sources. Furthermore, the steps of the literature study are formulating problems, looking for literature from articles, books and daily news, then evaluating the data, analyzing the data using descriptive analysis techniques and interpreting them. Meanwhile, the way to do this literature study is to look for similarities, look for inequalities, provide views, compare, and then summarize.

3. RESULT

Referring to previous research, Mulyani [3] explained the importance and purpose of planting entrepreneurship education in the school environment. There are 5 entrepreneurial values that can be applied, they are being creative, thinking creatively and innovatively, being independent, having the courage to take risks, being responsible and having a leadership attitude. The application of entrepreneurship education also does not conflict with Law Number 20 of 2003 concerning the National Education System and is stated in the 2010-2014 RPJMN document which is expected to involve educated personnel in increasing economic growth by having the

ability to create employment or entrepreneurship and can answer the challenges of labor needs [3].

Furthermore, according to Warji [10] "the Early Argoeducation program is one of agricultural learning for children from an early age. This program introduces and teaches how to cultivate the land, plant, weed, fertilize and harvest the crops they plant. The program can also be a recreational activity for children at the same time.

Kusuma [11] argued that "at the elementary level there is no obligation to study entrepreneurship. However, if it is related to the needs, hopes and support of the government for the growth of entrepreneurial spirit through education, this deserves attention". Furthermore, from the results of his research, "there are several strategies that can be done in an effort to foster an entrepreneurial spirit in elementary schools, such as through market week activities, field trip activities for traditional markets and modern markets, entrepreneurship-based extracurricular activities, development of learning tools, procurement of entrepreneurship labs, structuring a school atmosphere to instill entrepreneurial values, sustainable entrepreneurship-based training for educators, and awarding" [11].

The Back to Nature Program is a development of the concept of early argoeducation and entrepreneurship education which will be applied from an early age at the elementary school level (SD). Early Argoeducation is a form of education to introduce the world of agriculture and the environment to children from an early age [10]. Meanwhile, entrepreneurship education is a form of education to instill an entrepreneurial attitude and spirit and introduce entrepreneurial activities. So, the Back to Nature Program is a series of educational activities to introduce and teach how to plant and cultivate fish in one container (aquaponics), then harvest and then market or sell the harvest.

The implementation of the Back to Nature Program at the elementary school aims to: (1) provide knowledge and experience from planting and harvesting practices through the aquaponics system; (2) providing knowledge and experience from fish farming practices, from caring for ponds, feeding fish, cleaning ponds and harvesting; (3) instilling the core values of entrepreneurship; and (4) provide knowledge and experience in entrepreneurship.

The implementation of the Back to Nature Program involves all school members, from students, teachers, staff, parents / guardians of students and the surrounding community. To maximize the implementation of this program, schools will also cooperate with the local Agriculture and Fisheries Service Offices. This program can also involve students majoring in Agriculture and Fisheries to provide an introduction and teaching about

the world of agriculture and fish farming. Furthermore, the activities in the Back to Nature Program include an introduction to the world of agriculture and fish cultivation, Market day, Field trip, and holding year-end activities. While the strategy for the successful implementation of this program is the development of learning tools and training on agriculture and entrepreneurship for educators.

4. DISCUSSION

Education in Indonesia today continues to improve the quality of education for the nation's generation. Back to Nature Program can be a new breakthrough to introduce, familiarize and instill the ability to think and adapt to future challenges. Based on Law Number 20 of 2003 concerning the National Education System concerning the function of national education, they are developing capabilities and forming a dignified national character and civilization in order to educate the nation's life, aimed to develop the potential of students to become human beings who believe in God Almighty, has noble character, is healthy, knowledgeable, competent, creative, independent and becomes a democratic and responsible citizen [3].

The Back to Nature Program is also based on Rencana Pembangunan Jangka Menengah Nasional 2020-2024 (RPJMN), especially in the field of education to meet one of the four priorities outlined by the Minister of Education and Culture, Nadiem Makarim, which is about driving a mental revolution in society.

In connection with the national education function and realizing the government's vision and mission in the National Medium-Term Development Plan (RPJMN), the implementation of the Back to Nature Program at the elementary school level aimed to: (1) Provide knowledge and experience from planting and harvesting practices through the aquaponics system. Indonesia is an agricultural country because most of the Indonesian population works as farmers. The number of farmers is at the lowest level in the last ten years with around 4 million people out of Indonesia's 264 million population. Furthermore, also recorded a decrease in the area of agricultural land in Indonesia from 7.75 million hectares in 2013 to 7.1 hectares in 2018. With these conditions, the Back to Nature Program provides knowledge and learning experiences through agricultural activities with aquaponics system to attract our young generation in agriculture [5]. This aquaponics system is planting as well as raising fish in one container. This method can be used in narrow land so that it can be applied in the home environment; (2) Provide knowledge and experience from fish farming practices, from caring for ponds, feeding fish, cleaning ponds and harvesting; (3) Instill the core values of entrepreneurship. Kusuma's explains that "the spirit of entrepreneurship can train children to be able to act and be

smart in facing various life challenges" [11]. According to Mulyani [3] there are 17 entrepreneurial values that are very important and in accordance with the level of development of students, such as "honest, disciplined, hard work, creative, innovative, independent, responsibility, cooperation, leadership, never give up, resilient, courageous. Bear risks, commitment, reality, curiosity, communicative, strong motivation for success, and action oriented". Therefore, the Back to Nature Program adopts these entrepreneurial core values to be applied in learning activities in schools in stages; (4) Provide knowledge and entrepreneurial experience. The Back to Nature Program provides knowledge and experience in entrepreneurship, which does not mean that students must become entrepreneurs. Each student has their own options, interests, abilities, potentials, strengths and weaknesses [12]. This means that students cannot be viewed and judged the same. So, it is natural that some students do not like entrepreneurial activities. However, this program at least provides facilities to students and instills goodness and positive values from their entrepreneurial spirit.

An important point in the successful implementation of the Back to Nature Program is the cooperation and participation or active role of all students, teachers, staff, parents/guardians of students and the surrounding community. In addition, to maximize the implementation of this program, schools can cooperate with the local Agriculture Service and Fisheries Service. This program can also involve students majoring in Agriculture and Fisheries to provide an introduction and teaching about the world of agriculture and fish farming.

Furthermore, the activities in the Back to Nature Program include: (1) introduction of the world of agriculture and fish cultivation. This activity can be carried out by teachers and presenters from the Agriculture Service, Fisheries Service, students and the community; (2) Market day, this activity involves students to take an active role in preparing merchandise (harvest), selling and reporting sales results on Saturdays every 2 weeks. This market day involves teachers, staff, guardians and the local community to buy crops that students sell. The proceeds from the sale will be used as capital to buy seeds and some can be used to reward students with predetermined categories, for example the creative group category and the best service group category; (3) Field Study, this activity is a learning activity carried out outside the classroom. This activity will be scheduled by the school to carry out field studies in the Integrated Field Laboratory owned by Higher Education or Government Services, Traditional Markets and Modern Markets. It aimed to get students closer to real activities in everyday life; (4) Holding year-end activities. At the end of the learning year, the school holds events, one of which is a

bazaar which is open to the public. In this bazaar activity, students will sell their crops and several other products.

In order to make the Back to Nature Program successful and achieve the targets and goals, several strategies are needed, such as: (1) the development of learning tools. Teachers are encouraged to develop learning tools according to the objectives of the Back to Nature Program; and (2) Training on agriculture and entrepreneurship for teachers and staff. The role of teachers and staff is very important in the success of this program [13], [14], [15]. Teachers and staff assist, control and guide this program so that teachers and staff must be provided with training and socialization regarding the Back to Nature Program, its objectives and what to do. Apart from providing training and outreach, schools must also provide opportunities and facilities to attend seminars, comparative studies, workshops, and out-of-school training.

5. CONCLUSION

Based on the results and discussion above, this literature study shows that the Back to Nature Program can be a breakthrough to be applied at the elementary school level. This program aimed to prepare the nation's generation from an early age by providing knowledge and practices of farming and fish cultivation as well as instilling an entrepreneurial spirit from an early age.

In implementing the Back to Nature Program, it is important to have cooperation and participation or an active role from all parties involved. So, the implementation of several strategies in the Back to Nature Program is expected to support and make the activities in this new program a success. This research is expected to be useful for researchers as reference material and can complement the findings that do not exist in this study.

REFERENCES

- [1] R. P. Wibawa and D. R. Agustina, "Peran Pendidikan Berbasis Higher Order Thinking Skills (HOTS) pada Tingkat Sekolah Menengah Pertama di Era Society 5.0 sebagai Penentu Kemajuan Bangsa Indonesia," *Equilib. J. Ilm. Ekon. dan Pembelajarannya*, vol. 7, no. 2, pp. 137–141, 2019.
- [2] S. Sumarno, "Pembelajaran Kompetensi Abad 21 Menghadapi Era Society 5.0," in *Prosiding SEMDIKJAR (Seminar Nasional Pendidikan dan Pembelajaran)*, 2019, vol. 3, pp. 272–287.
- [3] E. Mulyani, "Model pendidikan kewirausahaan di pendidikan dasar dan menengah," *J. Ekon. dan Pendidik.*, vol. 8, no. 1, 2011.
- [4] L. Dewi, A. Yani, and A. D. Suhardini, "Model pendidikan karakter dan kewirausahaan berbasis etnopedagogis di sekolah dasar kampung Cikondang," *Mimb. J. Sos. dan Pambang.*, vol. 31, no. 2, pp. 399–408, 2015.
- [5] B. P. Statistik, "Hasil survei pertanian antar sensus SUTAS 2018," BPS. Jakarta, 2018.
- [6] Z. Fitz-Walter, D. Tjondronegoro, and P. Wyeth, "A gamified mobile application for engaging new students at university orientation," in *Proceedings of the 24th Australian Computer-Human Interaction Conference*, 2012, pp. 138–141.
- [7] W. A. Saputro and F. E. N. Saputro, "Program Agroschooling pada Siswa Sekolah Dasar SD 01 Manang untuk Meningkatkan Minat terhadap Bidang Pertanian," *Indones. J. Community Serv.*, vol. 2, no. 1, pp. 68–79, 2020.
- [8] K. Prayoga, S. Nurfadillah, and A. M. Riezky, "Penguatan Sistem Pendidikan Sdm Dalam Pembangunan Pertanian: Agribisnis Di Mata Pemuda," *J. AGRISEP Kaji. Masal. Sos. Ekon. Pertan. dan Agribisnis*, vol. 19, no. 1, pp. 53–67, 2020.
- [9] D. Djunaedi, "Sumber Rujukan Sebagai Referensi yang Mendukung Karya Tulis Ilmiah Bagi Pustakawan," *J. Kepustakawanan dan Masy. Membaca Vol.*, vol. 33, no. 2, pp. 1–11, 2017.
- [10] W. Warji, "Program Early Agroeducation untuk Siswa Sekolah Dasar pada Laboratorium Lapang Terpadu Fakultas Pertanian Universitas Lampung," *Sakai Sambayan J. Pengabd. Kpd. Masy.*, vol. 2, no. 1, pp. 54–60, 2018.
- [11] A. I. Kusuma, "Strategi Manajemen Sekolah Dasar Dalam Menumbuhkan Jiwa Kewirausahaan," *J. JPSPD*, vol. 4, no. 1, 2017.
- [12] A. Prastiawan et al., "Office Management of Educational Institutions: Theories and Applications BT - 5th International Conference on Education and Technology (ICET 2019)," 2019.
- [13] I. Bafadal, J. Juharyanto, A. Nurabadi, and I. Gunawan, "Principal Leadership and its Relationship with Student Learning Achievements: A Regression Analysis," in *3rd International Conference on Educational Management and Administration (CoEMA 2018)*, 2018.
- [14] I. Gunawan, "Pendekatan Alternatif dalam Pelaksanaan Supervisi Pengajaran," *Prem. Educ. J. Pendidik. Dasar dan Pembelajaran*, vol. 1, no. 02, 2011.
- [15] D. D. N. Benty and I. Gunawan, "Manajemen Hubungan Sekolah dan Masyarakat," Malang Penerbit UM Press. Univ. Negeri Malang, 2015.
- [16] Gunawan, I. (2016). Pengaruh Kepemimpinan Transformasional dan Kepuasan Kerja terhadap Perilaku Kewargaan Organisasi Guru Sekolah Dasar Negeri Kecamatan Kras Kabupaten Kediri. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 5(01).
- [17] Gunawan, I., Benty, D. D. N., Kusumaningrum, D. E., Sumarsono, R. B., Sari, D. N., Pratiwi, F. D., ... & Hui, L. K. (2019). Validitas Dan Reliabilitas Angket Keterampilan Manajerial Mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 2(4), 247-257.
- [18] Gunawan, I., Benty, D. D. N., Kusumaningrum, D. E., Sumarsono, R. B., Sari, D. N., Pratiwi, F. D., ... & Hui, L. K. (2020). Pengaruh Gaya Kepemimpinan, Kemampuan Manajerial, Efikasi Diri, Dan Prestasi Belajar Terhadap Kesiapan Kerja Mahasiswa. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*, 4(2), 126-150.
- [19] Tryanasari, D., Mursidik, E. M., & Gunawan, I. (2013). Pengembangan Buku Pedoman Microteaching Berbasis Lesson Study Prodi PGSD FIP IKIP PGRI MADIUN. *Jurnal Pendidikan*, 19(1).
- [20] Gunawan, I., Kusumaningrum, D. E., Triwiyanto, T., Zulkarnain, W., & Nurabadi, A. (2018, October).

- Pengaruh Kurikulum Tersembunyi terhadap Motivasi Diri Mahasiswa. In *Prosiding Seminar Nasional Pendidikan, Tema: Mendidik Cerdas Generasi Digital*, Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang (Vol. 4, pp. 90-97).
- [21] Gunawan, I. (2015). Mengembangkan Alternatif-alternatif Pendekatan dalam Pelaksanaan Supervisi Pengajaran. *Manajemen Pendidikan*, 24(6), 467-482.
- [22] Gunawan, I. (2013, April). Revitalisasi Karakter Guru menurut Filosofis Jawa: Sebuah Gagasan Mengembangkan Kepribadian Siswa. In *Proceeding International Seminar on: Local Wisdom and Character Education for Elementary School Students*, IKIP PGRI MADIUN, Madiun (Vol. 6, pp. 48-62).
- [23] Sultoni, S., Gunawan, I., & Pratiwi, F. D. (2018). Perbedaan Motivasi Belajar Mahasiswa antara Sebelum dan Sesudah Mengikuti Pelatihan Motivasional. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan*, 3(1), 115-119.
- [24] Gunawan, I., Alifiyah, I., & Evananda, F. (2017, November). Kompetensi Guru Sekolah Dasar: Sebuah Analisis Reflektif dengan Teknik Supervisi Pengajaran Penilaian Diri Sendiri. In *Prosiding Seminar Nasional Sinergitas Keluarga, Sekolah, dan Masyarakat dalam Penguatan Pendidikan Karakter*. Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang (Vol. 16, pp. 249-258).
- [25] Gunawan, I., Triwiyanto, T., Kusumaningrum, D. E., Romady, M., Alfarina, M., & Widiana, R. A. (2018). Pemberdayaan Tenaga Administrasi Sekolah Menengah Pertama Kota Batu: Studi Deskriptif. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 1(4), 467-471.
- [26] Zahro, Z. R., Andringrum, H., Sari, E. P., & Gunawan, I. (2017, November). Sekolah Siaga Bencana: Kajian Evaluatif Kesiapsiagaan Sekolah Menghadapi Bencana. In *Seminar Nasional Pendidikan Sinergitas Keluarga, Sekolah, dan Masyarakat dalam Penguatan Pendidikan Karakter*, Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang, Indonesia (pp. 249-258).
- [27] Gunawan, I. (2015, October). Penumbuhan Budi Pekerti Peserta Didik Melalui Nilai-nilai dan Etika Kepemimpinan Pendidikan dengan Pendekatan Soft System Methodology. In *Prosiding Seminar Nasional Pendidikan Meningkatkan Layanan Guru dan Kepala Sekolah dalam Penumbuhan Budi Pekerti*, Jurusan Administrasi Pendidikan Universitas Negeri Malang, hlm (pp. 65-84).
- [28] Gunawan, I. (2016). Pendekatan Alternatif dalam Pelaksanaan Supervisi Pengajaran. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 1(02).
- [29] Kusumaningrum, D. E., Gunawan, I., Sumarsono, R. B., & Triwiyanto, T. (2019). Pendampingan Pengelolaan Perpustakaan untuk Mendukung Gerakan Literasi Sekolah. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat*, 2(3), 164-169.
- [30] Kusumaningrum, D. E., Sumarsono, R. B., & Gunawan, I. (2020). Pengaruh Kepemimpinan Pembelajaran, Kepemimpinan Perubahan, Kepemimpinan Spiritual, Budaya Sekolah, dan Etika Profesi terhadap Kinerja Mengajar Guru. *JMSP (Jurnal Manajemen dan Supervisi Pendidikan)*, 4(3), 198-219.
- [31] Benty, D. D. N., Gunawan, I., Kusumaningrum, D. E., Sumarsono, R. B., Sari, D. N., Pratiwi, F. D., ... & Hui, L. K. (2020). Validitas Dan Reliabelitas Angket Gaya Kepemimpinan Mahasiswa. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3(3), 262-271.
- [32] Juharyanto, J., Nurabadi, A., & Gunawan, I. (2020). Debat Moral Sebagai Upaya Meningkatkan Integritas Kepala Sekolah. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 3(3), 272-282.