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## Facing a Green Economy Era: The Role of Madrasah Ibtidaiyah

**\*Efi Tri Astuti<sup>1</sup>, Ratnaningsih<sup>2</sup>, Tyas Ayu Setiawati<sup>3</sup>, Septian Kurnia Sari<sup>4</sup>**

<sup>1,2,3,4</sup>Institut Studi Islam Muhammadiyah Pacitan, Jl. Gajah Mada No. 20, Pacitan,  
East Java, Indonesia

\*efitriastuti@gmail.com

Article Information	Abstract
<b>Received:</b> 17 April 2024	<i>The research aims to determine the role of MIM Kalikuning 2 Pacitan in fostering an entrepreneurial spirit with a green economy concept. This research uses a qualitative approach with a case study methodology. Data collection techniques include interviews, observation, and documentation. Data were analyzed using the Miles and Huberman approach, a type of narrative analysis, namely analyzing data in the form of stories or narratives to understand individual experiences or perspectives in depth. Meanwhile, source triangulation techniques were used from interview results, observation, and documentation to increase validity and credibility. Research findings show that the role of madrasas is to make a positive contribution to raising environmental awareness (attitudes and behaviour), developing sustainable entrepreneurial skills (innovation and creativity), strengthening relationships between subjects, and teaching about social activities (establishing cooperation with stakeholders), and provide opportunities to become pioneers of change. This role includes implementing an environmentally based curriculum, extracurricular activities, developing green school gardens, utilizing environmentally friendly technology, training and workshops, establishing partnerships with local communities, sustainable skills development, monitoring, and evaluation. Future research needs to be carried out to test the program's effectiveness.</i>
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<b>Keywords:</b> <i>Green Economy, Entrepreneurial Spirit, Role of Madrasah.</i>	<p>Tujuan penelitian adalah untuk mengetahui peran MIM Kalikuning 2 Pacitan dalam upaya menumbuhkan jiwa kewirausahaan dengan konsep green economy. Penelitian ini menggunakan pendekatan kualitatif dengan metodologi studi kasus. Teknik pengumpulan datanya adalah wawancara, observasi, dan dokumentasi. Data dianalisis dengan pendekatan Miles dan Huberman, yaitu salah satu jenis analisis naratif, yaitu menganalisis data yang berbentuk cerita atau narasi untuk memahami pengalaman atau sudut pandang</p>

<sup>1</sup> orcid id: <http://orcid.org/0009-0003-0538-2706>

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individu secara mendalam. Sedangkan untuk meningkatkan validitas dan kredibilitas digunakan teknik triangulasi sumber dari hasil wawancara, observasi, dan dokumentasi. Temuan penelitian menunjukkan bahwa peran madrasah adalah memberikan kontribusi positif dalam meningkatkan kesadaran lingkungan (sikap dan perilaku), mengembangkan keterampilan kewirausahaan berkelanjutan (inovasi dan kreativitas), mempererat hubungan antar mata pelajaran, dan pengajaran tentang kegiatan sosial (menjalin kerja sama dengan pemangku kepentingan), dan memberikan peluang untuk menjadi pionir perubahan. Peran tersebut meliputi penerapan kurikulum berbasis lingkungan, kegiatan ekstrakurikuler, pengembangan taman sekolah hijau, pemanfaatan teknologi ramah lingkungan, pelatihan dan lokakarya, menjalin kemitraan dengan masyarakat lokal, pengembangan keterampilan berkelanjutan, pemantauan dan evaluasi. Penelitian di masa depan perlu dilakukan untuk menguji tingkat efektivitas program.

## **I. INTRODUCTION**

The Green Economy is a topic that is now receiving a lot of attention. Even the ASEAN Summit (High-Level Conference), which will take place in Jakarta from September 5–7, 2023, will debate it (Purwanti, 2023). A green economy, as defined by the Ministry of Energy and Mineral Resources, is an economic concept that strives to enhance social equality and welfare while drastically lowering the danger of environmental harm and being socially just (Anwar, 2022; Astuti, 2018).

Aligned with this, the green economy serves as a bridge between meeting human needs and ensuring environmental sustainability (Mubarok, 2023). It is a response to the ecological crisis triggered by a shift in human lifestyles, which often prioritize convenience and speed (Sa'idah et al., 2023). The successful implementation of a green economy in Indonesia necessitates the involvement of all sectors, with education playing a pivotal role (Aisah et al., 2023; Khaer & Anwar, 2022).

Through the use of green education curricula, the idea of the green economy is beginning to be incorporated into the educational system to make this strategy more successful (Nizaar, 2022). Green education fosters critical thinking, illustrates potential futures, and facilitates group decision-making (Rosanti et al., 2022). However, there have been several issues with implementing a curriculum centred on green education up to this point. For example, people in the school need to be

made aware of the need for a green economy to safeguard the environment, kids lack an entrepreneurial spirit, and students show little interest in or innovation in handling plastic garbage at school (Mutoliah, 2023).

One way to get around this is to encourage students to adopt green practices through formal education settings (Latifah et al., 2023). Madrasa is a formal education that serves as both a tool for social dynamics management and a strategic tool for behaviour modification (Nizaar, 2022). According to Gutek (1974), a school is where students engage with their surroundings or experiences to study and obtain information. Like progressivism, teaching emphasizes how to think and what to believe for pupils. The application of green economy principles in the school's vision and mission, policies, and supporting facilities has been consistent and inspiring. It has fostered an entrepreneurial spirit among the students, encouraging them to envision and create companies that consider the environment (Marliana et al., 2021).

Entrepreneurship uses creativity and invention to make something unique, valuable, and resilient to setbacks by recognizing opportunities among various risks and uncertainties to generate revenue and expand (Wijaya & Nuringsih, 2024). In the meanwhile, entrepreneurship is the practice of starting a new company that offers services or goods that are unique, valuable, and creative to promote them to the public while lowering the risks involved (Jubaedah et al., 2022).

The educational institution MI Muhammadiyah (MIM) Kalikuning 2 Pacitan is among those that use the green education curriculum. After observing and interviewing Mr. Hona, S.Pd.I., the headmaster, on September 30, 2023, we learned that MIM Kalikuning 2 has collaborated with the local community to execute the green education curriculum. Citizens were thrilled about the relationship because they thought it would benefit the institutions and the citizens. The setting up booths to sell the public goods made by locals and students is one instance of this initiative.

Previous studies have shown that teaching students about the environment can help them become more environmentally conscious and help them reach the

SDGs of 2030 (Annur et al., 2022). In other research, it was said that the green economy concept could be used at the high school level (Jubaedah et al., 2022; Nizaar, 2022; Rosanti et al., 2022).

The novelty of this research is compared with previous research: (1) research subjects at different educational levels, namely at the MI level with locations in mountainous areas. (2) The research method used in this research is a qualitative approach with a case study research method. The case study research method applied is to present data and analysis in more depth about the research topic taken; (3) the scope of the proposed research is not limited to describing roles but examines the obstacles, supporting capacity, implications, and development programs carried out.

With this in mind, the research explores the roles, obstacles, and impact of integrating green education into the curriculum. The ultimate goal is to foster an entrepreneurial spirit among students, underpinned by green economic concepts, at MIM Kalikuning 2 Pacitan.

## **II. METHODS**

In this study, the researchers employed a qualitative technique that emphasizes in-depth observation (Haryoko et al., 2020). The research methodology employed is a case study (Ridlo, 2023), which was selected due to its relevance to the research topic. The case study looks at an occurrence, circumstance, or state related to the role of MIM Kalikuning 2 in implementing green education in the curriculum to instil an entrepreneurial spirit with green economic concepts (Abdussamad, 2021).

The informants directly involved in the research, including the headmaster, deputy head of the madrasa, instructors, and students at MI Muhammadiyah (MIM) Kalikuning 2 Pacitan, provided all the information required for the study (Lenaini, 2021). The following methods are used to collect data: Observations, interviews (Waruwu, 2023), and documentation. Researchers were actively involved in monitoring the research topic in the field to gather accurate and relevant supporting data for this research (Adlini et al., 2022).

Four months of the investigation were spent at MIM Kalikuning 2 Pacitan. Data were analyzed using the Miles and Huberman approach, a type of narrative analysis, namely analyzing data in the form of stories or narratives to understand individual experiences or perspectives in depth (Ahmad & Muslimah, 2021; Rijali, 2018). Then, to increase the validity and credibility of this research, source triangulation techniques were used from interview results, observation, and documentation.

### **III. FINDINGS AND DISCUSSION**

#### **Implementing a Curriculum Centered on Green Education**

MIM Kalikuning 2 Pacitan has incorporated the idea of green education into its curricula since 2022, with the aim of not just instilling in pupils an entrepreneurial spirit, but also equipping them with the knowledge and skills to thrive in the green economy. This innovative curriculum, centered on green education at several levels, is designed to prepare our students for a future where sustainability and entrepreneurship go hand in hand.

The following is the role of MIM Kalikuning 2 Pacitan in supporting and instilling an entrepreneurial spirit in students with the green economy concept: *First*, Environmentally Based Curriculum: MIM Kalikuning 2 has updated its curriculum by including subjects about the environment, sustainability, and nature conservation. This can be done in 2022, which includes learning about ecology, recycling, energy savings, and ways to reduce carbon. *Second*, Extracurricular Activities: MIM Kalikuning 2 Pacitan organizes environmentally oriented extracurricular activities, such as tree planting, waste management, environmental awareness campaigns, and nature exploration. Extracurricular activities are carried out once a week, involving direct involvement from students, teachers, parents, and the surrounding community. *Third*, Green School Garden Development: MIM Kalikuning 2 Pacitan builds or improves green school gardens that function as living laboratories for students to learn about local ecosystems, plants, and animals.

*Fourth*, Use of Environmentally Friendly Technology: MIM Kalikuning 2 Pacitan encourages using environmentally friendly technology in the classroom

and the school environment, such as solar panels (in garden lights), displaying energy-saving posters, and efficient water management systems. *Fifth*, Training and Workshops: MIM Kalikuning 2 Pacitan holds training and workshops for teachers, staff, and students on environmentally friendly practices, such as waste management, organic farming, and renewable energy. Apart from that, MIM Kalikuning 2 Pacitan also held a bazaar event to market its crafts. *Sixth*, Partnership with Local Communities: MIM Kalikuning 2 Pacitan collaborates with environmental organizations and local communities to have joint projects to increase environmental awareness and take concrete actions for nature conservation. One of them is that the madrasah collaborates to provide opportunities for students to carry out field studies, practice in home industry places with a green economy concept, and invite partners (business actors) to become tutors in training and extras organized by the madrasah.

*Seventh*, Instilling Sustainable Skills: MIM Kalikuning 2 Pacitan develops sustainable skills in students, such as recycled crafts and environmentally friendly healthy living practices. Apart from that, MIM Kalikuning 2 Pacitan also provides entrepreneurial experience through marketing student handicraft products at open bazaars. *Eighth*, Monitoring and Evaluation: MIM Kalikuning 2 Pacitan regularly monitors and evaluates green programs' implementation to ensure their effectiveness and make improvements if necessary. Evaluation activities are carried out using instruments that are in line with the 2023 curriculum implemented in learning.

MIM Kalikuning 2 Pacitan has the following challenges in putting into practice a curriculum centred on green education to foster an entrepreneurial spirit and an understanding of the green economy: *First*, Limited Resources: MIM Kalikuning 2 Pacitan is developing a program to become a superior madrasa, and part of that program is a green education-based curriculum designed to inculcate an entrepreneurial spirit with a green economy idea. The primary challenges at the outset of its execution (2022) are the scarcity of resources, particularly money, time, and manpower. This is because creating a new curriculum requires

institutions to make large investments in teacher training and accompanying materials. Additionally, schools must work together to promote these projects.

*Second, Challenges with Curriculum Integration:* Teachers at MIM Kalikuning 2 Pacitan face difficulties incorporating the ideas of green education and green economy into the curriculum. Instructors need help to devise efficient ways to match the new concepts they wish to implement with the already available content. To develop pupils with an entrepreneurial spirit and a notion of the green economy, teachers must also choose instructional strategies and resources suited to the project. *Third, Community Awareness and Acceptance:* Before the introduction of the curriculum, the parents of students and other interested parties in the community needed to be made aware of and supportive of the concepts of green economy and education. Parents openly opposed the initiative, citing the need to pay for additional expenses. *Fourth, Teacher Readiness Level:* Despite the madrasah at MIM Kalikuning 2 Pacitan organizing teacher training, not all instructors are equally prepared or interested in implementing new strategies. Some instructors, particularly those in grade who already have graduation examinations to concentrate on, nonetheless require extra encouragement or help to incorporate new concepts into their lessons.

*Fifth, Student Comprehension and Skill:* Students must understand the complex green economy and education concepts. To help them internalize the content, a new teaching approach or more hands-on learning opportunities may be necessary. *Sixth, Issues with Industry and Community Engagement:* When the green education idea was first implemented, industry and community engagement issues also arose. Creating successful collaborations might require more time and work, and some local communities and businesses may need to be more eager and prepared to work with madrasas. Only two industries would be keen to work with madrasas even in 2022. *Seventh, Evaluation and Performance Measurement:* Appropriate evaluation matrices and a performance measurement system that are appropriate for the learning environment are required to ascertain the degree of efficacy of green economics and green education programs. The curriculum team

at MIM Kalikuning 2 has been working hard to create this assessment matrix up to this point.

The effects of this implementation program at MIM Kalikuning 2 Pacitan, according to current theory: *First*, Students may witness and learn from environmentally friendly economic activity methods through the education program, and then they can apply those lessons to their entrepreneurial setting. *Second*, Students may learn more about the value of environmental sustainability and how it affects economic and entrepreneurial endeavours through the education program. Their views toward the environment may change for the better, and they will inspire them to embrace more ecologically friendly industrial practices. *Third*, The education program may teach students daily to incorporate sustainability concepts. It can inspire them to embrace more environmentally conscious industrial practices and modify their behaviour (Ikhwan et al., 2019; Sari & Astuti, 2023).

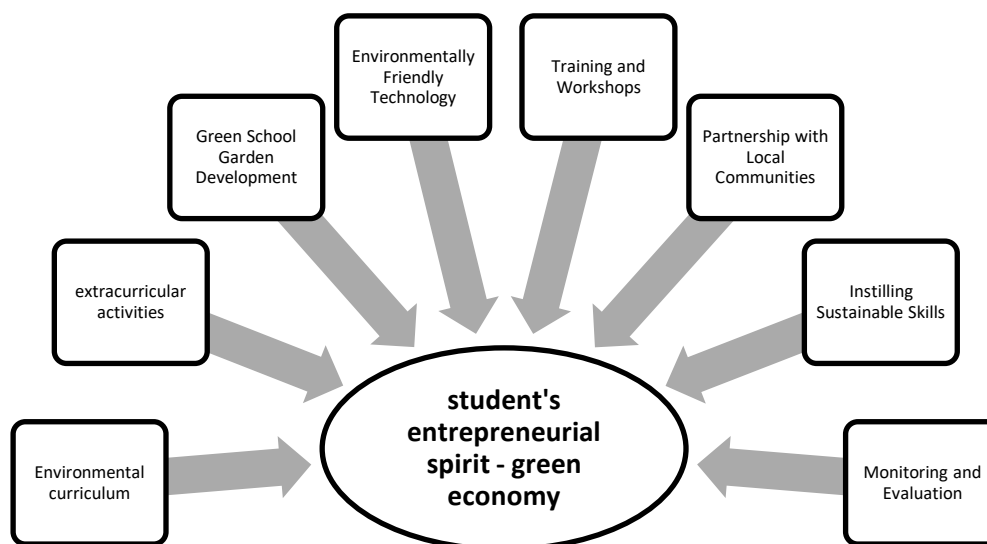
*Fourth*, The education program will equip students with the information and abilities to foster environmentally conscious corporate innovation and creativity, promoting long-term, sustainable economic growth and development. In addition, industrial partners may benefit from this initiative. *Fifth*, Students also receive guidance and understand the importance of preserving the environment. *Sixth*, With the program implemented by MIM Kalikuning 2 Pacitan, collaboration between various stakeholders can be improved, enabling the exchange of ideas and best practices in promoting and instilling the concept of a green economy. *Seventh*, All stakeholders, teachers, students, parents, and partners can become more environmentally conscious and acquire the information and abilities necessary to support the shift to a greener economy.

### **Concept of Green Education is an Effort to Instill an Entrepreneurial Spirit**

Green education aims to instil a new attitude of concern for environmental sustainability and transform the nature of economic endeavours that bolster environmental preservation initiatives (Nizaar, 2022). Green education is a comprehensive method of creating and integrating ecological and sustainability



concerns into the overall curricular structure rather than being an extra or optional topic (Suharto et al., 2020). The green education concept at MIM Kalikuning 2 Pacitan aims to instil in pupils an entrepreneurial spirit and an understanding of the green economy.



**Figure 1.** The role of Madrasah in the entrepreneurial spirit cultivation program

The role of Madrasah Ibtidaiya in supporting green education to instil an entrepreneurial spirit in students with the green economy concept (Rosanti et al., 2022; Sholeh et al., 2021; Suharto et al., 2020), are: *First*, Environmentally Based Curriculum, including subjects about the environment, sustainability, and nature conservation. *Second*, Hold an extracurricular activity, such as tree planting, waste management, environmental awareness campaigns, and nature involves direct involvement from students, teachers, parents, and the surrounding community. *Third*, Green School Garden Development: builds or improves green school gardens as living laboratories for students to learn about local ecosystems, plants, and animals.

*Fourth*, Use Environmentally Friendly Technology in the classroom and the school environment, such as solar panels (in garden lights), displaying energy-saving posters, and efficient water management systems. *Fifth*, Training and Workshops for teachers, staff, and students on environmentally friendly practices, such as waste management, organic farming, and the use of renewable energy. *Sixth*, Partnership with local communities to hold joint projects to increase

environmental awareness and take concrete actions for nature conservation. *Seventh*, Instilling Sustainable Skills, such as recycled crafts and environmentally friendly healthy living practices, also provides entrepreneurial experience through marketing student handicraft products at open bazaars. *Eighth*, Monitoring and Evaluation will be used to ensure their effectiveness and make improvements if necessary.

The following are the effects of the implementation to instilling an entrepreneurial spirit in students with the green economy concept, according to current theory: *First*, Social Learning Theory (Ansani & Samsir, 2022): people pick up knowledge via social interactions and observation of others in their surroundings. Students may witness and learn from environmentally friendly economic activity methods, and then they can apply those lessons to their entrepreneurial setting. *Second*, Attitude Change concept (Hartawan, 2020): knowledge and experience may alter attitude toward a subject. Students may learn more about the value of environmental sustainability and how it affects economic and entrepreneurial endeavours. Consequently, their perspectives on the environment could shift, leading them to adopt more environmentally friendly industrial practices.

*Third*, Behaviour Change concept (Oktavilantika et al., 2023): education and a greater comprehension of a subject can promote behaviour change. Students may enhance their knowledge of integrating sustainability concepts into their daily lives, motivating them to adopt more environmentally conscious industrial practices and adjust their behaviour. *Fourth*, Innovation Theory (Wahyudi, 2019): social environments and education, among other internal and external elements, combine to produce innovation. Students can be equipped with the information and skills to promote environmentally conscious corporate innovation and creativity, sustainable economic growth, and development.

*Fifth*, Human Resource Development (HR) Theory (Lisdartina & Setyaningsih, 2021): the importance of developing human resources through education and training to achieve organizational goals. Strengthening knowledge and skills can improve the quality of human resources in managing economically and

environmentally sustainable industries. Students also receive guidance and understand the importance of preserving the environment. Sixth, Stakeholder Involvement Theory (Octoviany, 2020): involving all relevant parties, including society, government, and the private sector to achieve sustainability goals. Seventh, The Change Theory Drivers (Widyaningrum et al., 2022): the individual's consciousness, knowledge, and talents are necessary to support the shift to a greener economy (Nazwar & Anwar, 2022).

Thus, in addition to directly influencing the development of an entrepreneurial spirit and a green economy concept, the programs at MIM Kalikuning 2 Pacitan also influence other facets of organizations and society that support the shift toward environmental sustainability.

#### **IV. CONCLUSION**

From the perspective of sustainable development, this discovery has significant ramifications. Adopting a green education curriculum contributes significantly to developing entrepreneurship skills in madrasah students, a rise in environmental consciousness, and improved subject-to-subject connections. Furthermore, this study emphasizes the significance of including ecological education in the curriculum at the elementary school and madrasah ibtidaiyah levels as the relevance of sustainable economic empowerment. The drawbacks of research are the inability to measure long-term effects (graduating students are not tracked), reliance on outside variables, and difficulties in adequately incorporating stakeholders. Changes in curriculum and policy can also have a significant effect on study results. Additional research recommendations include examining the curriculum implementation process in more detail, calculating long-term effects, contrasting various curriculum approaches, analyzing case studies of successful schools or programs, creating creative learning resources and materials, and investigating creative ideas and practices in the green economy. We can keep enhancing the efficacy of sustainable education in fostering an entrepreneurial spirit and a green economy idea and better equipping the next generation to tackle environmental and economic concerns on a global scale by carrying out more studies in this area.

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