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The Implementation of Experiential Learning in Critical Green Management Studies (CGMS)

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Abstract. Critical Green Management Studies (CGMS) is a branch of management functions to criticize green management as practice and body of knowledge. CGMS places green management practice and green management science discipline in real world. CGMS reflects proprietary and courtesy of management practice, including values, norms and environment. Academicians including students of college and manager as the practice should be involved in learning for environmental awareness. Cognition psychology approach through Kolb's Experiential Learning Model can be as critical thinking principle in CGMS. Experiential learning explains learning as a knowledge creation process through experience transformation applying four stages, which are experiencing, reflecting, thinking, and acting. Experiential learning is a learning process occurs when somebody makes an activity, notices, analyses the activity critically and finds an insight to apply on future behavior.

Keywords: *critical green management studies, experiential learning, thinking*

1 Introduction

Management science as academic subjects has gradually undergone metamorphosis from rational and technique activities into the depth exploration due to moral, ethical and environment values. Green Management is a continuum point begins from simple environmentally-friendly programs to prevent severe degradation, hence it requires complex strategy initiative and more firm attempt aimed to recover environment degradation caused by industrial. In 2000s a novel sub-discipline is emerged in management named as Critical Management Studies (CMS) and Critical Green Management Studies (CGMS). Since then, CGMS became well-known through conferences and academic network with subjecting CGMS. CGMS can be link to Management course in order to nurture critical thinking among management student within management science base on environment and real practice of Green Management headed on environment awareness in daily life. Pane *et al.* [20] defined Green Management is:

Organization-wide process of applying innovation to achieve sustainability, waste reduction, social responsibility and a competitive advantage via continuous learning and development by embracing environmental goals and strategies that fully integrated with the goals and strategies of the organization.

CGMS as management academic weapon for constantly raising "How" and "Way" questions of management values legitimacy from environmental point of view. CGMS allows management academy for loosely considers and reflecting the rightness and goodness of management practice include better development, principles, norm, policy and concept that lead on fair operation and function above environment. Therefore, the central of CGMS is addressing environmental awareness of management practice and

management discipline with environment conception. CGMS also being a catalyst development of norms, believes, understanding on responsibility, right and obligation that enable individual for live and work mutually in decreasing environmental degradation.

Theoretical study in present research is intended for providing perspective toward management's academicians and practitioner in CGMS by questioning:

1. How does the critical thinking towards the development of environmental management science and environmental awareness management practice?
2. How does Kolb's experimental learning model (2005) in Critical Green Management Studies?

In order that academician and practice could be seen in CGMS need to have Critical Management Studies (CMS) understanding and implement it in Critical Management Studies through Critical Theory and Critical Thinking approach in the perspective behavioral science perspective, covering Psycho, Socio, and Cultural. This article discussed psychology approach, especially cognition psychology of Kolb's Experiential Learning model as the reference framework of critical thinking in Critical Green Management Studies.

2 Literature Review

2.1 Critical Management Studies (CMS) and Critical Green Management Studies (CGMS)

Critical Management Studies (CMS) is one of management science theory that criticizes intellectual and social practice by questioning "natural order" on institution structure and makes an act on the prevailing system domination (Cunliffe *et al.*[7]). Critical approach gives sociologist significance of company and answered the questions as "what a knowledge for?" and "which for?" (Akella [1]). CMS encourages the discussion and debate about management and moral commitment into management practice (profession) with the main purpose for critical management (Akella [1]). CMS idea basically is to state that there is something wrong with management as a practice and body of knowledge so that it should be changed (Grey [10]). CMS agenda has a wide implementation not only for business world but also for academic and intellectual tradition (Cunliffe *et al.*[7]).

CMS also elaborates implicit assumption and norm in management science. CMS offers perspective on reality to the academician and practitioner so that they feels and obtains a clear image about the implicit assumption and management norm (Akella [1]). CMS reveals the role of power, control, politic, and prevailing inequality and organizational practices in the contemporary organization that acts for efficiency, effectiveness, and profitability (Alvesson and Willmott [2]). CMS refers to elaboration and reversal on the mainstream management theory work (Grey [10]). The aim of CMS states that the world should not by one mean but there are other alternatives (Akella [1]). CMS is based on continuous critical concept to management. CMS' gives an opportunity for the academician and researcher to realize the reality, explore the propriety and make something about that matter through critical thinking (Akella [1]). CMS is related to unequal relationship between the role of management science and management practice (Foster and Wiebe [8]). CMS puts its position among this practice and probably to the

next practice by offering an opportunity to reflect and question the implication of problems faced by all types of organization, including public, private company and educational institution (Cunliffe *et al.*[7]).

Critical approach on management practice intellectually demands to think deeply outside the box. It is a prerequisite needed by academician and manager to be creative, innovative, and flexible toward business world change (Cunliffe *et al.*[7]). Thinking was the heart of knowledge and science. Through thinking, the knowledge is imaged, made, found, obtained, understood, questioned, fought over, validated, verified, expanded, related, contextualized, implemented, sent, and enjoyed (McBride *et al.* [17]). Critical thinking is as logical behavior and application of problem solving skill. At the beginning, CMS universally is not still accepted by management academician because the mainstream tradition and their behavior that still questions the process of power, control, and private interest (Reynolds and Vince [22]). However, at present CMS is accepted as the research mainstream part of management science and practice (Foster and Wiebe [8]). CMS tries to give a role for the academician to criticize a field in management science that was rarely performed in conventional organization and management literature theory, such as the marginalized group, which was the environment (Akella [1]).

The new paradigm development of management realizes that sustained centric paradigm based environment issues put aside the *technocentric* and *ecocentric* paradigm. *Technocentric* approach indicated the human domination is superior to technological nature and science will solve the environment issue so that human does not problematize unlimited growth. On the other side, *ecocentric* perspective shows that inferior human if dealing with nature, will not be able to improve the environment issue, and since there should be growth limit so that we do not exceed the earth capacity to support life. *Sustaincentric* paradigm combined the *technocentric* and *ecocentric* approach therefore harmonic relationship among growth, human, and nature occurred (Galdwin *et al.* [9]). Environment issue needed to be bordered as stakeholder issue, in which company's stakeholder concept is expanded by involving natural environment as the main stakeholder in the organization. The stakeholder's perspective on the environment issue is considered as essential; however it became a business strategic action that would help the company to improve the environmental performance (Banerjee [10]). Farther, Banerjee [10] explained that environment issue is considered as strategic issue that influenced competitiveness and company's profitability. Natural science and company's particular ability was the main source of competitive superiority that could be sustained. Organizational special capability leads to competitive superiority obtained through proactive response capacity to the ecological issues. CGMS was aimed to reveal the organizational the organizational inequality in the excessive environment exploitation in industrial period and effective and careful natural resource use need by individual and organization (Pane *et al.* [20]). Active participation as a CGMS practitioner or academician is called CGMSer. CGMSer is managers and academicians of management science to think critically on environmental management science development and practice policy of environmental awareness organizational management. Manager is encouraged to change his self and their organization promoting and developing management practice forms in the organization to be aware of the environment. CGMS encourages management science academician, including the students to think critically in handling environment issues by developing green management concept through Total Quality Environmental Management (TQEM) and Green Marketing. The effort of developing and implementing green management through CGMS will be successful if it

is supported by organizational commitment, including affective, continuous, and normative commitment (Pane *et al.* [20]).

2.2 Critical Theory and Critical Thinking

As in management field, Critical Theory (CT) has raised under critical management studies (Cooke [6]). Critical thinking discusses thinking pattern and mental scheme to change the purpose of structure and condition (Foster and Wiebe [8]). The construct of critical theory concerning individual and organizational ability overcome and change their social position (Reynolds and Vince [22]). The social change built through individual activity was directed to present and future condition change, or in other words, individual has the ability to form future result (Foster and Wiebe [8]). Ideology is the manifestation of historical social relationship and has function to blur contradiction towards domination of a group by presenting an artificial conception from the society naturally (Foster and Wiebe [8]). The perspective of critical theory firms that the theory and practice cannot be separated (Alvesson and Willmott [2]).

The premise of critical theory according to Minger [12] states that knowledge on ourselves and the society are resulted by Natural Science and Social Science where Critical theory is partial and distorted systematically. It pushes CGMSer to be more critical and aware that their behavior should be directed to more precise and correct understanding and commitment. In order to reach this, critical theory should:

- a. criticize incorrect and unfair theory and approach,
- b. analyze social structure to reveal distortion causes,
- c. bright people's thinking pattern with mainstream to their real situation through actual analysis and critic on a certain social historical condition.

Critical perspective should be directed to intentions, beliefs, and values (Sambrook, [23]). The value concept is based on basic difference between rightness and goodness. Traditional conception of social science in differing between fact and value, however according to CMS, fact is fulfilled with value (Grey [10]). Value evaluation in management practice is done by analyzing value in management practice (Macpherson, [16]).

Thinking process is the main attention of philosopher, scientist and educationalist in which thinking is the main set of knowledge theory (McBride *et al.* [17]). Thinking is skill learnt, obtained, and developed by involving a set of cognitive skills (self-analysis, interpretation, inference, explanation, evaluation and regulation) and affective disposition (curiosity, systematic, wise, find a rightness, think openly, self confidence in the reasoning (McBride *et al.* [17]). Critical thinking can help individual improving their function in multiple circumstance (Tsui, [25]). Critical thinking solved a problem with attitude and skill in logic application. The scholars debating whether critical thinking is can be learnt, or being develops through motivation, disposition and personality (McBride *et al.* [17]). Critical Thinking in academic world is a way of think to translate business practice from rationality into critical action with moral responsible (Cunliffe *et al.* [7]). Critical thinking involves observing, differentiate and assessing information and reflects the information that will be used in judgment (Behar *et al.* [4]). The ability for critical thinking and willingness in learning are considered as crucial requirements for lifelong education (Kreber [14]).

2.3 Learning Process

Learning is changes took place in one drives by an experience (Woolfok *et al.* [28]). Learning is related to every individual mental activity that being mobilized for solving problem or tackle various problem in multiple situation (Hawkin *et al.*[11]). Learning is defined as a process to direct experience change of individual aimed for transform his/her knowledge, attitude and behavior. Learning is also being understood as a process which knowledge is produced through experience transformation (Kolb's [12]). Learning theory explains several changes of one memory in long term as results from information processing (Hawkin *et al.*[11]). Learning constantly involves change in oneself, either intended or not (Woolfok *et al.* [28]). Learning only can be achieved if experience lead to change, as results by one interaction with environment. There are two perspectives/streams in learning theory:

1) Behavioral Perspective

This perspective explains that learning is a change in one behavior in particular situation. Psychologists who take this perspective were Edward L. Thorndike (Connectionism Learning Theory), Ivan Pavlov (Operant Conditioning), Ghuthrie (Contiguous Conditioning), and B.F. Skinner (Operant Conditioning). They more focus on observable behavior shifting. Many of previous behaviorism follower resists discussing the thinking or emotion concept since both are hardly directly observed.

2) Cognitive Perspective

This perspective states that learning itself is an internal process unobservable right away. Learning is change in individual ability for responds particular situation. Behavior change that judge as learning is only reflection of internal change. Psychologists who follow this perspective were: Peaget, Glaser, Anderson and Ausable. They more interest on unobservable variable such knowledge (Woolfok *et al.* [28]).

Learning according to cognitive perspective is the result of our efforts in understanding a situation, more than just a practice. This effort asks us to utilize our entire mental set which is the way we think something, our faith, hope and emotion that influence what and how we learn (Woolfok *et al.* [28]). Cognitive approach in learning is related to how individual learns to accept a situation (Markin [15]). Cognitive learning theory emphasize on the important of complex individual mental process in confronting multiple problems using creativity, comprehension and information processing (Wells and Prensky [27]). This perspective state that learner is an active individual in using experience to learn, gaining information in solving problem, rearrange and reorganize what had been known for learning new things (Woolfok *et al.* [28]). He/she actively select, deciding, practicing, and ignoring and give unique respond to attain his/her goal.

Cognition approach is reflected with various changes in knowledge. As consequence, learning focus is directed on mental proses comprehension that determine how one studying information and how the information is transfer in long-term memory. Information processing consists of storage, organizing and retrieval the knowledge from individual memory (Wells and Prensky [27]). Individual keep so diverse knowledge that he/she collect and implemented into his/her memory (Wells and Prensky [27]). Futher, cognitive perspectives believe that learning is tightly relate with memory and is something penetrate our memory means we learn something (Woolfok *et al.* [28]).

Memory concept in general is defined as analog or any storage mean which we receive including experience management.

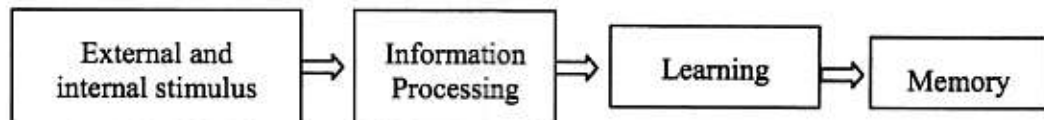


Figure 1 Learning Process

Source: Hawkin, Best, and Coney [11], *Consumer Behavior; Implication for Marketing Strategy*, Richard D. Irwin. Boston, MA.

The likelihood degree of cognitive learning often related with transaction process involvement posit between individual and environment. This transaction involve perceiving, feeling, symbolizing, remembering, abstracting, thinking and reasoning and every transaction enclose a complex cognitive process (Markin [15]). The cognition theory is bases on individual competence in thinking and use perception for solving multiple problems (Walter and Paul [26]). Cognitive learning is take place when individual interpret information from environment stimulus thus produce new knowledge/understanding (Peter and Olson [21]).

2.4 Experiential Learning

Some scholars had focused on developing learning process through education and applicative research; Bransford *et al.* [5] termed it as "the new science of learning". Experiential learning theory stands on psychologists ideas particularly John Dewey, Kurt Lewin, Jean Piaget, William James, Carl Jung, Paulo Freire and Carls Roger explained that experience play as central role of learning theory and human development (Kolb and Kolb [13]). Experiential learning explains learning as a process which knowledge is produced via experience transformation in four stages namely experiencing, reflecting, thinking and acting. Experiential learning is a learning process happens as individual doing an activity, and then pay attention, analyzing activity critically and search for insight for being implemented in future behavior (Kolb's [12]). Experiential learning as education philosophy is lays on theory of experience. Traditional education only has little contribution for theory since practice is determine by tradition, experiential approach in education require sound of theory from experience to lead the learner behavior (Kolb and Kolb [13]).

Every learner has unique learning style that understood as an enduring, patterned and being preference through learning. Learning style is defined as individual attempt in absorbing/searching information and skill (Sproles and Sproles [24]). Furthermore, Sproles and Sproles [24] had explained that learning style had been developed in theoretic and empirical perspective bases on experiential learning model by Kolb's. Kolb and Kolb [13] learning model is basically has four cycles: (1) learning initiate with particular concrete experience which follow with, (2) observation and reflection, for (3) framing or developing generalization and abstract concepts, which produce (4) hypotheses that examined and revised in new situation (for future behavior). The integrality of one stage into next will generate in depth of learning stages. Integrality in

learning will produce diverging, assimilating, converging and accommodating learning styles. The illustration of experiential learning model is (Figure 2):

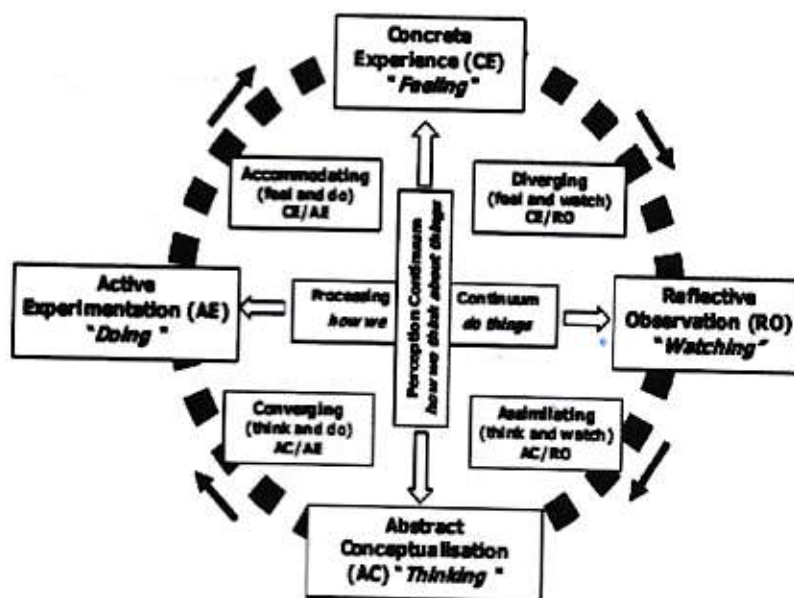


Figure 2 Experiential Learning Model

Source: Kolb, Rubin, and McIntyre [12], Kolb, A.Y., and Kolb, D.A., [13]

3 Discussion

The Experiential Learning Style of Kolb and Kolb [13] model is commonly called as Learning Style Inventory (LSI); a self-description test bases on experiential learning theory for measuring one weakness and strength during learning or thinking in critical manner through Experiential Learning model (Figure 2). The implementation of experiential learning of Kolb and Kolb [21] model related with Critical Green Management Studies is described using characteristics as below:

- a. Concrete Experience (CE)

CGMSer ability in involving their self in total and open manner aimed to learn without being biased by new experience. CGMSer orientation in learning and critical thinking over science development of green management and green management practice within organization context is more emphasize on intuition than analytical approach. CGMSer with concrete experience learning style likely give attention on reality uniqueness and complexities enclose in green management practice rather than theories in green management science. CGMSer with this learning style commonly present characteristic as:

 - 1) More likely to use artistic approach than systematic and theoretic approach in solving CGMSer problems.
 - 2) CGMSer use intuition or feeling for solving problem within green management practice thus they are sufficient for unstructured condition.

- 3) CGMSer generally have open minded and likely to having relation with other thus they easily get involve with real situations.
- b. Reflective Observation (RO)
- CGMSer will able to thinking in totality and observing their experience from multiple perspectives. This ability is related on ability to comprehend the meaning of ideas, experience and situation by carefully observes. CGMSer with such style have characteristic as:
- 1) CGMSer pay more attention on understanding the green management science than practical base within organization context.
 - 2) CGMSer tend more concern on rightness of green management science and how things rise than practical term.
 - 3) CGMSer likely to see things from multiple perspectives thus more rely on thought and self-feeling than others opinions.
- c. Abstract Conceptualization (AC)
- The ability of CGMSer to create concepts incorporating its observation into theories relied on logic. The ability of related CGMSer to the ability applies the theory of ideas of green management into practical implementation in the organization to solve the problem. CGMSer orientation in the learning and critical thinking tend to highlight thinking than feeling. In this approach, the learning process or critical thinking concern accompanied with the shaping of general theories compared to intuitive understanding uniqueness so that in solving the problem tend to use scientific approach than artistic approach. CGMSer that has active experimental learning pattern has characteristics as follows:
- 1) CGMSer tend to like systematic planning and quantitative analysis
 - 2) CGMSer will appreciate precision, has persistence and discipline, and conceptual system.
- d. Active Experimental (AE)
- CGMSer's will able to use various theory to make a decision and solve problems. CGMSer is influenced actively towards changing situation. This learning orientation tends to be practical implementation compared to reflective understanding so that CGMSer that has active experimental learning tendency emphasize on "doing" than "observation". CGMSer that has active experimental learning pattern usually:
- 1) Means to take risk to reach the goal
 - 2) Appreciate the environment influence and even they also influence their environment because curiosity impulse to know their effort result
- e. Diverging is a learning style or critical thinking method by incorporating doing and feeling and watching or combination between Concrete Experience (CE) and Reflective Observation (RO). This CGMSer type sees something from different, sensitive perspective and prefers watching than doing, tends to gather information and uses imagination to solve problems. People with diverging style prefer to work in group, to listen with opened thinking and accepts individual feedback.
- f. Assimilating is a learning style or critical thinking method by incorporating watching and thinking or combination between Abstract Conceptualization (AC) and Reflective Observation (RO). Assimilation learning preference is to make brief and logical approach. CGMSer using assimilation learning style less focus on other people and more interested in logical theory of approach that is based on practical

value. In formal learning situation, people with this style prefer to reading, lecturing and exploration of analytical model.

- g. Converging is a learning style or critical thinking method by incorporating doing and thinking or combination between Abstract Conceptualization (AC) and Active Experimental (AE). CGMSer with converging learning style overcome the problem using learning to find solution of practical problems. CGMSer prefers technical duty and less care about people and interpersonal aspect. CGMSer likes to experiment using new ideas, stimulate, and to work on practical application.
- h. Accommodating is a learning style or critical thinking method by incorporating doing and feeling or combination between Concrete Experience (CE) and Active Experiential (AE). Accommodating learning style more relies on feeling than other people's analysis as a practical experience. CGMSer tends to depend on others' information for analysis done and prefers to work in team to finish their duty. They determine target and actively try various methods to reach their objective.

4 Conclusion, Limitations, And Suggestions

The aim of CGMS places green management practice and green management principal in the real world can be manifested if supported by the participation of CGMSer and make a learning or thought critically continuously through Experiential Learning cycle of Kolb's Model [12]. CGMSer needs to think critically with continuous thinking pattern through a cycle started from concrete experience and feeling and followed by observation, watching, and reflection) to shape or develop various generalizations and abstract concepts that create hypotheses and make an active experimentation and revise new situation. Continuous thinking pattern in experiential learning were; feeling watching, thinking, and doing that need cohesiveness phase by phase. The cohesiveness between a phase to the next phase will create deep learning phase. The cohesiveness in this cohesiveness will create diverging, assimilating, converging, and accommodating learning style.

CGMS review of this writing is limited to psycho approach, particularly cognitive psychology (excluding motivation and social psychology), so that it is still possible to make a deeper CGMS review concerning other approach of behavioral science as socio and cultural anthropology. The limitation of CGMS literature can be used as a suggestion for CGMS review in the future.

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