

# **Eco-Green Project: Social Entrepreneurship Learning for Students Based on Local Wisdom Values**

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**Abstract.** This research has an urgency to form independent social entrepreneurs so as to produce graduates who are qualified, competitive and able to create innovations. The activity aimed to develop learning tools for the Eco-Green project through social entrepreneurial activities based on local wisdom values. This model is expected to be able to serve as social entrepreneurship learning material for students which leads to the creation of superior graduates in the future. Participatory action research activities are expected to become a basis for model testing and needs analysis in developing a complete eco-green project learning model for social entrepreneurs. The research activity is in collaboration with the partners of the Abdurrahman Bin-Auf Klaten Islamic Boarding School, the Klaten Regency Environmental Service and leading waste bank business activists in Klaten Regency. The values of local wisdom are included in the model test in the form of caring for the environment, religiosity, community, diversity and acceptance. The final results of the first phase of the research showed positive changes in the participants. The research results obtained the conclusion that participatory action research activities are effective where the t-test before and after the activity is significantly different. Students as drivers of the eco-green spirit are capable of being the initiators and motivators of the waste bank business in their respective domiciles.

**Keywords:** *Eco-green, social entrepreneurship, local wisdom values*

## **1.Introduction**

There is an interesting review by the national daily Solopos [1] presented by the philosopher and Professor of STF Driyarkara Franz Magnis Suseno, in Indonesia there are three things that threaten sovereignty internally: economic inequality, intolerance and corruption. At the present time, young people are starting to emerge who fall into intolerance, are radical in religious behavior. The phenomenon of young people behaving radically and intolerantly arises because they do not have access outside the area where they grew up. They only get information from one-sided social media which is hoax and intolerant [2].

The social entrepreneurship movement can provide young people with enlightenment of thought. Changes in perspective from enlightenment of thought can be in the form of community-economic empowerment, increasing community literacy, tolerance, health advocacy, the arts to religion [3]. It takes young people who are innovative and active in social entrepreneurial activities. They can become a movement to cut the chain of poverty, social problems and inequality in people's incomes. The virus gave birth to as many socio-entrepreneurs as possible must be further improved. These young people are true partners of the state and society in overcoming various social problems for the Indonesian nation at this time after the Covid-19 pandemic disaster.

Environmental campaigns have a future when the younger generation starts to get involved. Many young people expressing environmental issues are a big hope for the Indonesian people. Little puppeteer, Madjid Panjalu plays a role with environmental issues as hope for changes in waste policy in Indonesia. Teenager Aeshina Azzahra Aqilani initiated the establishment of River Warrior, a place for young people in East Java to carry out pro-environmental actions. The digital era benefits young people and adolescents to be able to appear and speak out loud about environmental issues [4]. Today's youth are good at not only speaking out, but also targeting system and policy changes. Based on the above background, the formulation of the research problem is proposed: "How to form an eco-green social entrepreneur project learning model based on local wisdom values as an effort to create new social entrepreneur actors among students".

## **2. Literature Review**

### **a. Social Entrepreneurship**

Social entrepreneurship is an integral part of entrepreneurship. Social entrepreneurship awakens policy makers to change the direction of thinking not only to solve problems from the economic dimension, but can solve various institutional, organizational and practical problems from the social dimension [5]. Social entrepreneurship shows the great potential of social economic activity as an engine for economic growth in the distribution of wealth. The social

economy is an economic activity that is driven by empowering community forces independently.

Some of the characteristics of individuals who have a social entrepreneurial spirit [6] include willingness to make sacrifices and act immediately when they see environmental problems, contribute directly in providing solutions to economic, social and environmental problems and have practical and innovative characteristics to overcome various social problems. Someone who has a spirit of social entrepreneurship is able to break through ideological boundaries and doesn't want to be shackled by an established structure. This individual has the instinct to continue to make changes.

#### **b. Local Wisdom values**

The values of local wisdom are a combination of the sacred values of God Almighty and various existing values. Local wisdom can shape the cultural superiority of local communities as well as various geographical, cultural, psychographic conditions in a broader sense. Local wisdom is a product of past culture which continues to be the foundation of life because its values are considered universal values. Mulyani [7] researched that micro rattan businesses in TrangsanSukoharjo have dependency on paternalism and fatalism as a characteristic of the mental attitude of a traditional agrarian society coloring patterns and behavior in managing a business. Handyanto and Gunawan [8] examined the values of local wisdom extracted from various cultures, race tribes, and ethnicities in Indonesia that are relevant to be applied in social entrepreneurship learning models.

### **3. Research Methods**

#### **Experimental Research Stage**

##### **a. Research Strategy**

The initial stage of the first year's research is in the form of participatory action research.

##### **b. Place and Time of Research**

The research for an experimental study of Eco-green social entrepreneurship based on local wisdom values was carried out together with the Abdurrahman bin

Auf Klaten Entrepreneurial Islamic Boarding School, the Klaten Regency Environmental Service and leading waste bank business activists in Klaten Regency. At the advanced activity stage, students are required to do practical work in their respective village environments by making an initial model of a waste bank. Experimental studies were carried out from early June to early July 2023.

**c. Technique of Collecting Data**

At the exploration stage, the data collection techniques used were observation, field practice, work practice, documentation and analysis.

#### **4. Results of Activities**

**a. Training Activities Based on Local Wisdom Values**

The activities were carried out in a structured manner in the form of giving classical lectures, question and answer, giving assignments, case studies and role playing by involving professionals. Students played an active role. The presenter inserted several brainstorming learning models and submissions of the Eco-green Business Model Canvas so that new social entrepreneurial ideas from students emerged during the activity session. Student activities with the Klaten Regency Environmental Service include training in waste management, loving the environment and protecting trees.

**b. Visiting business and training from the Waste Bank Supervisor**

Visits to the field were carried out by receiving hands-on practical training in social entrepreneurship in the manufacture of export quality handicrafts from waste raw materials for superior waste bank business actors, in Klaten Regency.

**c. Real practice of waste bank business in students' environments**

The working mechanism of the waste bank activities includes: sorting waste, depositing, weighing, recording and transporting. Waste is divided into organic and non-organic waste. Organic waste is recycled by composting so that it decomposes naturally. Non-organic waste includes glasses, cans/metal, paper and plastic waste.

In this activity benchmarks of success and failure were made, such as waste reduction and turnover. Indicator quantification was carried out in the form of in-

creasing environmental cleanliness, improving public health and increasing additional income

**d. Evaluation to test the Effectiveness of the Model**

Based on the evaluation, it was concluded that the Eco-green social entrepreneurship training model through practical activities, training in Islamic boarding schools, the Environmental Service and business visits to waste bank actors is effective. Assessment activities were carried out before training and after activities. The effectiveness of learning was obtained from the results of feedback in the form of a quantitative test of student satisfaction questionnaires on the quality of activities

Respondents' quantitative test after Eco-green social entrepreneur activities based on local wisdom values obtained positive regression equation values. This means that if there is an increase in one unit of entrepreneurial eco-green activity it will increase the interest of student social entrepreneurship by 0.822 units. The correlation value obtained is 0.788 which has a moderate effect. From the t test, a probability of 0.000 is obtained, meaning that  $H_0$  is rejected and  $H_a$  is accepted. This can be interpreted that the post-Eco-green training activity variables have a significant influence on growing students' interest in social entrepreneurship. The test results for the coefficient of determination obtained a value of 0.655, meaning that after eco-green learning activities affect 65.5% of students' interest in social entrepreneurship while 34.5% are influenced by other factors that have not been studied in learning activities.

From the quantitative tests and field activities, several findings were obtained that the direct practice of eco-green social entrepreneurship based on local wisdom values: has compatibility with the learning needs of social entrepreneurship, has a positive effect on increasing knowledge, attitudes and behavior and skills and strongly supports student social entrepreneurship competencies. This activity can explore, optimize and channel the potential talents and interests of participants, have a good impact on participants, they are interested in disseminating Eco-green social entrepreneurship knowledge based on local wisdom values that they have to others, have motivation, responsibility, creativity and, high innovation.

## 5. Discussions

Social entrepreneur training based on local wisdom values had been carried out by other researchers such as Handyanto and Gunawan [8] and Yuwono [9]. The findings of the 2 researchers explained the results of effective learning activities. Problems that arise in this research during the early stages of operating waste banks in student domiciles are the lack of skilled management human resources, the reluctance of some people to collect waste and competition from used goods businesses that can accept goods at a higher purchase price. These findings are also in accordance with the results of research by Wulandari et.al [10] so that there is a need for evaluation, follow-up to improve activities in the second year.

## 6. Conclusions

From the discussion above several conclusions are drawn, including:

- a. Eco-green social entrepreneurship learning model based on local wisdom values needs innovation orientation as a continuous learning model, meaning that students are not only provided with training activities but those concerned must be ready to practice becoming independent social entrepreneur candidates in the future
- b. The Eco-green social entrepreneurship learning model based on local wisdom values developed in experimental research is concluded to be effective. The effectiveness of activities can be seen from the achievement of learning objectives according to the objectives, having conformity with the needs of learners, having a positive effect on increasing knowledge, attitudes, behavior and skills. That makes prouder is that several students can innovate to create an early-stage waste bank community in their respective domiciles.

## Suggestions

From the conclusions, it can be given some suggestions as follows:

- a. It is necessary to monitor Eco-green social entrepreneurial activities based on local wisdom values for the advanced stage.
- b. It is necessary to examine the eco-green social entrepreneurship learning model based on local wisdom values with a multi-discipline, multi-model and multi-

paradigm approach so that it can contribute to a more diverse scientific repertoire of social entrepreneurship in a more robust future.

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