

Economic Education and The Spirit of Pancasila Economy

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Abstract.

Neglecting the importance of economic education, both in the family environment, social environment, and especially in the arena of formal education can have a negative impact on both the micro and macro levels of economic life. At present the position of students' knowledge of ideology is minimal or they do not understand Pancasila ideology which is fundamental in life, both social, political, legal, and economic activities, therefore the teacher's role is very important in fostering student character and instilling Pancasila ideology from an early age. many economics teachers do not understand the essence of the Pancasila economy. This causes the learning process for students related to the economic insights of Pancasila can also be ascertained to be very lacking. This community service program aims to increase teachers' understanding of Pancasila Economy so that they can apply it in economics lessons in class. The objects in this community service activity are the teachers who are members of the Malang City Economics Teachers Association (MGMP). The many questions that arose during the activity indicated the teachers' interest in the implementation of Pancasila in every economic lesson in their respective classes. From this activity, it appears that many teachers lack an understanding of what the Pancasila Economy is. This is shown by the many questions that come in regarding how to teach Pancasila Economy in schools.

Keywords: Pancasila Ideology, Pancasila Economy and Economic Education.

I. INTRODUCTION

Economic education is a unique conception, it is said to be unique because this concept is carried out and practiced more often than thought, understood, and analyzed [1] [2]. The fact is that in our daily lives, we practice economic education, both as educators and students. As parents, we unknowingly set an example, advise, discuss, and even demand behavior related to economic wisdom. As children, without realizing it, we internalize the values of economic education from our parents, through observing their attitudes and behavior, giving advice, discussing, and obeying orders to be frugal, save and manage our desires well. In society, we absorb a lot of various good and bad experiences from people's economic behavior, as a place to study economics. In the world of formal education, there are economics subjects that are taught since we were in elementary school, even from early childhood education, up to the upper and higher levels of education. Basically in our lives, every day we are never separated from economic activities and behavior, and from there we learn and experience economic education. However, because the problems and processes of economic education are so close to our lives, the sensitivity and concern to contemplate, think about, understand, and analyze matters related to economic education have become neglected and less desirable.

Neglecting the importance of economic education, both in the family environment, social environment, and especially in the arena of formal education can have a negative impact on both the micro and macro levels of economic life [3] [4]. Various economic behaviors that do not reflect economic wisdom, such as the inability to manage consumption desires, so that many goods purchased are not utilized; the inability to manage finances properly, so that they are trapped in debt bondage; low work ethic and morale, so they are unproductive and live in shortages; exaggerating in the pursuit of wealth, thereby violating social and legal institutions in the economy; inability to develop empathy and concern for other people in the economy, so that they are selfish, reluctant to share and less sensitive to the existence of other people; trapped in an understanding of economic thought that is different from the basic philosophy of the state so that it neglects to be involved in realizing economic behavior personally and in society based on the philosophy of Pancasila. These things are some real examples of bad impacts, due to low attention to the importance of economic education, and in the end, it will affect the level of welfare, both at the individual

and societal levels as a whole of the nation's citizens [5]. As is known, the welfare of the individual is the pillar of the welfare of the nation.

In further studies, in fact, economic education can also be interpreted in the context of its goals and functions directed at improving strategies to instill national economic ideology to influence people's economic behavior (improve the strategy to plant national economic ideology to influence economic behavior) [6]. Like NCEE or CEE now, in the development of economic education materials, the basic philosophy of the market economy is based on capitalist and liberalist ideology. In this latter meaning, changes in economic behavior are the target and focus of economic education, and the changes referred to should be referred to the system and economic values idealized by the state and citizens, in which economic education is developed and implemented [7]. At this level, it is necessary to study the materials and topics of economic education in-depth and evaluate their relationship with schools of thought or schools of the economics of various kinds, which are embraced as the basis for the economic development of each country, and ultimately influence the economic behavior of citizens in various countries [8] [9].

Starting from the description above, in summary, it can be stated that economic education has an urgency to shape humans as citizens and citizens of the nation who have quality economic behavior so that they are able to achieve a good economic life. The achievement of a good economic life, as a result of economic education, will bring a person to be able to achieve prosperity, because as previously revealed that of the various aspects of life that determine welfare, the economic aspect is the main key to opening and developing other aspects, such as health, education, physical and social environment, employment, poverty, lifestyle, and access to technology to broader social relations. Improvement and improvement of economic life at the individual and community levels is a necessity for increasing the welfare of the nation. The interest in improving economic education, whose ultimate goal is to improve welfare, should be placed in the Pancasila Economic framework, which is the ideal and noble role model for the Indonesian people [10]. At the senior high school level, it is necessary to present economic education topics regarding incentive issues, the principle that nothing is free in the economy, economic decisions are made within various limitations, the role of trade in driving economic progress, profits directing business towards various activities to improve welfare, human principles earn income by helping others and the understanding that economic progress can be achieved through trade, investment, technology, and sound economic institutions, enriched with economic theories that support it. In addition to these rationality topics, it is also necessary to include topics on altruism and economic morality based on values and applied examples of the Pancasila Economy and People's Economy.

II. METHODS

The method of activity in community service is basically socialization, training, mentoring, and implementation. The initial activity was socialization which was aimed at giving understanding to teachers before they attended the training. Furthermore, they are given training and development materials for further application. The training activities are aimed at teachers who are members of the Economy in Malang City so that they understand more with various real examples and illustrations by presenting material using LCD screens and PowerPoint (PPT) and followed by practice. Material presented using LCD and PowerPoint includes material related to various analytical tools, selection of analytical tools, and use of analytical tools. The mentoring method is intended to provide motivation and supervision attached to the perpetrator. Assistance is carried out directly by making direct visits by the team twice a month.

III. RESULT AND DISCUSSION

The Conception of Economic Education and Pancasila Economy

There are three conceptions that are intertwined with the ideas that we propose in this activity. The conception of Economic Education, Welfare, and Pancasila Economy. Basically, this relationship has been implicitly revealed from the formulation of the notion of economic education that We made, namely "a systematic and programmed effort through the learning process to make students have the ability to behave economically in a rational, altruistic and moral manner, based on knowledge, attitudes, and economic skills."

and adequate capabilities, as well as having the awareness to defend and fight for Indonesian economic values based on Pancasila ideology for the achievement of the nation's welfare and prosperity [11]. Economic education on informal, non-formal, and at various levels of formal channels should aim to shape the quality of economic behavior of students. As consumers, they are efficient in consumptive behavior, and effective in productive behavior, so that later they have to be independent, become wise economic actors in making economic decisions, are productive and economically capable, and live in prosperity [12]. With the prosperity achieved, it is hoped that they will not be trapped in an individualist and selfish life that is too selfish as *homo economicus*, for this reason in economics education it is necessary to instill the values of altruism, namely the encouragement to consider, even prioritize the interests of other people, so that in addition to being *homo economicus*, they also become *homo socius*. With altruism, students will become more prosperous because one of the important aspects of well-being is the intensity of social relations.

No less important than rationality and altruism, economic education must also internalize economic morality. Economic people who uphold morality will obey institutions and fulfill obligations in economic life, be able to properly weigh their economic actions towards others, consider the conditions of the surrounding community and respect equal rights as economic actors, and prioritize moral norms and be pro-social prioritizing cooperation in economic behavior. Success in internalizing economic morality will make students later become members of society and at the same time good citizens, as well as prosperous. Because the impact of immoral behavior will make someone not prosperous. Related to the ranking results of the happiness index described above, it is proven that the main cause of Indonesia's low happiness index score is closely related to economic moral issues, namely perceptions of corruption. If economic education is able to properly internalize economic morality, the perceived corruption score will not be so low, which means that Indonesia's happiness index will rise. Finally, economic education should also internalize the economic values of Pancasila as the nation's economic ideology. It can be seen from the review of altruism and economic morality, many aspects of economic value are in line with the economic values of Pancasila. However, it should be noted that the internalization of Pancasila Economic values should be emphasized to build students' commitment to fighting for the implementation of the Pancasila Economy both in their personal lives and in the people around them.

Starting from the description above, in summary, it can be stated that economic education has an urgency to shape humans as citizens and citizens of the nation who have quality economic behavior so that they are able to achieve a good economic life. The achievement of a good economic life, as a result of economic education, will bring a person to be able to achieve prosperity, because as previously revealed that of the various aspects of life that determine welfare, the economic aspect is the main key to opening and developing other aspects, such as health, education, physical and social environment, employment, poverty, lifestyle, and access to technology to broader social relations [13]. Improvement and improvement of economic life at the individual and community levels is a necessity for increasing the welfare of the nation. The interest in improving economic education, whose ultimate goal is to improve welfare, should be placed in the Pancasila Economic framework, which is the ideal and noble role model for the Indonesia as a nation.

Community Service Activities

The community service activity was attended by 50 members of the Malang City Economic-Accounting Teacher Association (MGMP) including the chairman and the steering committee. This activity was carried out on Thursday 8 September 2022 starting at 08.00 – 13.00 WIB. The activity was carried out at the Faculty of Economics Business, precisely in the Teleconference Room at 8.00 – 13.00 WIB. Also, attending this activity was Muhammad Hasyim Ibnu Abbas, S.E., M.Sc., Prof. Dr. Sri Umi Mintarti, as a member of the team, and also Supandi, S.Pd., chairman of the Malang City Economic Teacher Association (MGMP). During the activity, the participants listened and paid close attention to the presentation of material related to Pancasila Economy and Economic Education delivered by Prof. Dr. Hari Wahyono, M.Pd.



Fig 1. Prof. Hari Wahyono (Standing Up) Explains the Importance of Pancasila Economy

After the presentation of the material ended, the activity continued with questions and answers related to how the implementation of the Pancasila Economy in learning Economics Subjects in Schools, especially SMA. The enthusiasm of the participants was evident from the many questions they received regarding the Implementation of the Pancasila Economy. In addition, not a few teachers asked about its relevance to the Merdeka Learning curriculum. One of the presentations of Prof. Dr. Hari Wahyono, M.Pd. answering the questions that arise is that at the senior high school level it is necessary to present economic education topics regarding incentive issues, the principle that nothing is free in the economy, economic decisions are made within various limitations, the role of trade in driving economic progress, profits direct business towards various activities to improve welfare, the human principle of earning income by helping others and the understanding that economic progress can be achieved through trade, investment, technology, and healthy economic institutions, enriched with economic theories that support it.

At the Early Childhood Education Programs (PAUD) level up to the early years of Elementary School (SD), students need to be taught about home economics with topics about household economic management, such as cooking, washing clothes, cleaning the house, nutrition, sewing, managing money, managing time, and so forth. Home economics is important to cover children's economic learning needs, which are not handled properly by their parents. At the middle level of elementary school to junior high school, economic education topics can be developed on basic economic problems, accompanied by simple microeconomic theory, wise consumption behavior, knowing and understanding the economic life environment around students' lives, to build awareness and empathy for people who face economic problems in their lives.



Fig 2. The Keynote Speakers Take a Photo with Participants

IV. CONCLUSION

The Economics Education study program should not only focus on conducting research and community service but limited to the scope of formal education from elementary to tertiary levels. The field of research and community service can be expanded to informal and non-formal education channels. By synergizing with the Out-of-School Education Study Program, it is hoped that quality economic education programs will be produced for families and members of the community outside the formal education or schooling pathways. It is necessary to map economic learning needs according to the child's psychological growth. So far, the topics presented in the curriculum revolve around basic concepts and economic problems, expanded by the basic theories of conventional economics, both micro and macro. The difference in the presentation of economic material at the elementary and secondary levels is only in the level of simplicity and complexity of the discussion. In addition, economic education should be given since students are at the early childhood education level until the end of secondary education.

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