
DEVELOPING ANTHOLOGY OF POETRY BASED ON ECOPRENEURSHIP VALUES TO ANTICIPATE DISRUPTIVE ERA DURING COVID-19 PANDEMIC

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ABSTRACT

Ecopreneurship is regarded as a concept to accommodate Indonesia's problems in the economic, environment, and education in the disruptive era during Covid-19 pandemic, the perspective of the educationness, the research aims to develop an anthology of poetry-based ecopreneurship to be an anticipatory effort in to solve the problems. The research method uses the design of Research and Development (R&D), Hope fully this method can explain the theoretical basic to develop anthology of ecopreneurship and to give an overview of the process of developing a poetry-based ecopreneurship concept. The results of this research are two phases of four phases to do, so that the presented data includes relevant theories to develop poetry anthology such as: The concept of ecopreneurship, the values of ecopreneurship, the characteristics of children's poetry, and the internalization ecopreneurship values on children's poetry. The development stage of anthology has reached 50% with the number of poetry reached 40 is expected to actually represent the concept of ecopreneurship in elementary school

Keywords: Ecopreneurship, Puisi, Covid-19

INTRODUCTION

The world is experiencing the Covid-19 pandemic which has caused people to live their lives in an abnormal way. There is now a very significant surge in the number of victims with mortality rate showing the maximum fluctuations (Singh & Subedi, 2020). The virus, which is allegedly originated in Wuhan and began to spread at the end of 2019, has an impact on policy in some areas; leading to various changes of interactions in daily life (Fan et al., 2020; Sanchis-Gomar et al., 2020). Various efforts have been made which include curative efforts such as implementing the "New Normal" era to

anticipate various problems that might occur during the Covid-19 pandemic era, especially in terms of economic, social, environmental, and educational aspects (Bikdeli et al., 2020).

Covid-19 should make Indonesians do a reflection because this disaster is strongly related to the behaviours of Indonesians who are not environmentally friendly. Although Indonesia is believed to have excellent demographic potential and is expected to experience the golden age in 2045 (Aryanto, 2016), the way Indonesia deals with this pandemic seems to clearly show that Indonesia should continue to improve and seek better preventive and curative solutions to overcome problems that occur (Kiky, 2020).

According to the Global Competitive Index, Indonesia ranked 38 out of 139 countries. Considering the huge demographics of Indonesia, this achievement was far from excellent. Indonesia is currently facing three types of problems, namely, (a) economic problems caused by low productive behaviour and high consumptive behaviour; (b) environmental problems that lead to poor health system; and (c) educational problems, especially related to segregation and lack of inclusive education issues (Aryanto et al., 2019; Aryanto & Widiansyah, 2019). These three problems should be solved first in this Covid-19 pandemic.

Ecopreneurship is regarded as a solution that can be used to solve the three main problems facing Indonesia today. Conceptually, ecopreneurship is the integration of ecoliteracy and entrepreneurship concepts. The concept was first developed by Schaper who defines the ecopreneurship as a form of entrepreneurship that is environmentally friendly (Schaper, 2002). At first, the concept was implemented in the economic world and has not been massively adopted in various fields, including the field of education.

Every elementary school teacher should be able to initiate an internalization of ecopreneurship values in all creative learning activities. One of the learning activities that can be chosen for internalizing values and

characters in students is the learning of poetry. Poetry is believed to be the appropriate method for internalizing humanitarian values and is related to the nature of education that aims to humanize human (Aryanto & Widiansyah, 2019). Through poetry, children will internalize events in their surrounding environment.

Rosenblatt (1983) says that poetry provides a life experience, which means that children's experiences are explored through their reading poetry experiences. In addition, the literary text teaches the character without having to patronize (Aryanto, Rony, et al., 2020). Unfortunately, the research and availability of children's literature in elementary schools are still limited, let alone poetry that contains the ecopreneurship values. Therefore, this research intends to (1) describe the theoretical foundation of the preparation and the development of the children's literature anthology based on ecopreneurship values; and (2) design the children's literature anthology based on ecopreneurship values.

The results of this research are expected to be used as a teacher's reference in developing children's literature innovation that can be used to anticipate the disruptive era during Covid-19 pandemic.

METHODS

The study is a research and development (R&D) study with a model referring to the model proposed by Borg and Gall (1989) adapted to the field of education. The main stages of this study are:

1. Preliminary study (problem identification) stage;
2. Design stage;
3. Trial stage;
4. Validation stage; and
5. Product finalization stage.

The results of this research are the first and the second stages in the developmental research of the children's poetry anthology based on ecopreneurship values so that the data obtained are related to the theoretical basis in the development of ecopreneurship-based anthology and a description of the first draft of poetry anthology that has been compiled. The data then were analysed through the following four stages: (1) the collection of the relevant data in accordance with research variables (2) the presentation of the data collected (3) the reduction and cataloguing of the data (4) the conclusion drawing based on the results of valid and reliable data verification.

RESULTS AND DISCUSSION

The Nature of Ecopreneurship

Ecopreneurship is an integration of ecoliteracy and entrepreneurship concepts. The concept of ecoliteracy is a symbolic and special approach to the natural environment. In other words, this concept emphasizes human beings as a part of living creatures that are not separated from the ecological system so that, naturally, the natural system becomes a basis of behaviour (Ekayanti et al., 2011; Nadiroh & Siregar, 2019; Uslu et al., 2015). Meanwhile, the concept of entrepreneurship is the nature and characteristics of a person who has the willingness to bring innovative ideas into the real world. Thus, both concepts become the foundation in building the basic framework of the concept of ecopreneurship. Therefore, it can be interpreted that ecopreneurship is a concept that directs human beings as part of the natural system and is able to internalize entrepreneurial values as the foundation of behaviour including considering the impact of entrepreneurial actions (Aryanto & Syaodih, 2017; Dixon & Clifford, 2007; Nacu & Avasilcăi, 2014; Schaltegger, 2014). This concept is very appropriate with the Covid-19 pandemic situation in which there is an incompatibility between human behaviour patterns and the utilization of the natural environment that is considered to be carried out not proportionally.

The concept was first developed by Schaper who defines the ecopreneurship as an entrepreneurial form that is environmentally friendly (Schaper, 2002). At first, this concept was implemented in the economic world and has not been massively utilized in various fields, including in the field of education. When referring to the perspective of the education field, the concept cannot be separated from the concept of entrepreneurship and ecoliteracy. The concept was first introduced by Aryanto in his research entitled: The Development of Ecopreneurship in Primary School published in the IJAEDU Journal in Turkey. In that paper, the ecopreneurship is defined as a concept that is intended to produce creative and innovative learners who have an unyielding attitude like entrepreneurs and at the same time have environmental awareness so that they are willing to maintain, utilize, and manage the natural environment wisely (Aryanto & Syaodih, 2017) Therefore, every elementary school teacher should be able to initiate the internalization efforts of ecopreneurship values in the entire learning activities creatively as an anticipation of the adverse effects of the disruptive era during the Covid-19 pandemic. One of the learning activities that can be chosen for internalizing values and character in students is the learning of poetry.

Internalization of Ecopreneurship Values to Anticipate the Disruptive Era During Covid-19 Pandemic

Disruptive era initiates changes in various fields, including in the field of education (Rony & Aryanto, 2020). One of the changes that occurred as an impact of this era is the digitalisation of the education system leading to the changes in teacher's roles. However, there is a role of teacher that cannot be replaced by technology, namely, instilling values and characters in students (Aryanto & Widiensyah, 2019), especially today when the world is undergoing a Covid-19 pandemic that affects the human interaction patterns (New Normal Era). Therefore, there needs to be an anticipatory effort to deal with the

disruptive era during the Covid-19 pandemic. One of the efforts that can be done in the field of education is internalizing the ecopreneurship values through poetry learning in elementary schools. The ecopreneurship values used as a basis in the development process of the poetry anthology are: (1) autonomy; (2) creativity; (3) courage (to take risks); (4) action-oriented; (5) leadership; (6) hard-working; (7) honesty; (8) discipline; (9) innovativeness; (10) responsibility; (11) cooperativeness; (12) perseverance; (13) committedness; (14) realistic-thinking; (15) curiosity; (16) communicativeness; (17) strong motivation; (18) environmental concern (Green Behaviour) including respect for the Earth, care for life, and adopt patterns of production, consumption, and reproduction. (Aryanto, Widiandyah, et al., 2020; Aryanto & Widiandyah, 2019). The indicators are shown in table 1 below.

Table 1. Environmental-Friendly Behaviour

Key Principles	Green Behaviour
<i>1st Respect for the Earth</i>	<ul style="list-style-type: none"> a. Dispose of trash in the right way b. Sorting organic and inorganic waste c. Planting and maintaining trees in schools d. Turn off the power in unused spaces
<i>2nd Care for Life</i>	<ul style="list-style-type: none"> a. Eat organic foods b. Wear masks when travelling on the road c. Rebuke a friend who performs actions that not environmentally friendly d. Avoiding food products containing preservatives
<i>3rd Adopt Patterns of Production, Consumption, and Reproduction</i>	<ul style="list-style-type: none"> a. Avoid the use of plastic bags b. Consume environmentally friendly goods

	<ul style="list-style-type: none">c. Using one plastic bottle that can be refilled with drinking waterd. Recycle paper
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It is expected that this developmental study can produce a poetry anthology that represents 18 values of ecopreneurship. However, in the first phase, the main priority is to illustrate the value of caring for the environment as a way of dealing with the disruption era during the Covid-19 pandemic.

CHILDREN’S POETRY

Poetry is a form of literary work that expresses poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language with the concentration of its physical structure and inner structure (Aryanto, Rony, et al., 2020; Lestari, 2017; Vala & Marešová, 2014). Poetry is considered to be one of the literary works that have many benefits for readers. It results from the use of words touching the emotion of the reader with the structure of words that have rhythm & rhyme (Gunawan, 2019). Poetry is also regarded as the medium for channelling information or messages in a dense and bounded way; therefore, the density and boundness of the language in poetry makes this literary work much more beautiful and touching. Although many say that writing poetry is the most difficult art to live directly as a totality. However, that is precisely the message that is tried to be conveyed to readers; to examine or understand the beauty of writing poetry (Gunawan, 2019; Ramadhani, 2020; Yunianta & Ichsana, 2020). This is different from children's poetry that tends to be simpler both their physical and inner structures.

Children’s poetry is a poetry that depicts the feelings and experiences of children that can be seen and understood directly by the children. Children's poetry can be regarded as a part of children’s literature when its content or

substance (emotions, feelings, thoughts, sensory nerves, and moral experiences) as well as its form (linguistic and expressiveness) are easier to understand by the child and in accordance with their development level (Aryanto & Widiandyah, 2019). Other suggest that "children's literature does not have to be only about children, about the children's world, about various events that must involve the children".

Children's poetry created in this study is aimed at fourth-grade students with the following characteristics:

- a. Phrases are simpler in terms of diction, structure, phrases, and possible interpretations.
- b. Language and the use of expressions, imagery, and various depictions are still within the reach of children.
- c. The emotional aspect is always in line with sensory absorption
- d. The themes chosen mostly describe the family and the natural environment. (Aryanto, Widiandyah, et al., 2020; Aryanto & Widiandyah, 2019; Lestari, 2017)

The development of children's poetry anthology in this study includes contents and packaging that are expected to represent the children's world. Therefore, the content of the poetry created must be about things or problems that children can understand. Besides, the characteristics of literary works presented to students should be in line with their current development such as their language, cognitive, personality, and social development. In terms of its packaging, the children's anthology of poetry should give a positive impression and be interesting to read by all children.

Internalization of Ecopreneuership Values on Children's Poetry

Using poetry is believed to be the appropriate way for internalizing humanitarian values and related to the nature of education, that is humanizing human (Aryanto & Widiandyah, 2019) Through poetry, children will internalize

events in their surrounding environment including responding to the current issue that occurs nowadays, that is the impact of the disruptive era during the Covid-19 pandemic.

This developmental research resulted in 40 poems that are expected to represent the concept of ecopreneurship which can be used as teaching material in elementary schools. Each of the ecopreneurship values is manifested in two poems so that the elementary school students are expected to find different values in each poem. Here are three examples of ecopreneurship-based poetry that manifest the value of creativity, innovation, responsibility and caring for the environment.

Poetry 1

*You look dirty and smelly
Many people are disgusted by you
They think you are useless
Obviously they throw you everywhere*

*On the road you are scattered and spread
out
Ignored by unaware hands*

*It feels like this cheek has been slapped
Later make the world tremble
In the corona situation that is getting more
severe*

*But .. you are not always trash
Spread out to be the source of the problem
In fact, your presence brings benefits
Because you can still be recycled and
processed.*

In poetry 1, it is clear that the dominant value arises is the value of responsibility as stated in the fourth line of the first stanza “Obviously they throw you everywhere” which means that we should be responsible for

managing waste. Besides that, the responsibility value appears in the sixth line of the second stanza “Ignored by unaware hands” suggests that most people throw away garbage all over the place. Moreover, poetry 1 does not only manifest the value of responsibility but also the value of creativity and innovation as stated in the 12th and 13th lines of the third stanza “In fact, your presence brings benefits” and “Because you can still be recycled and processed” which indicate that the trash can be useful and have a selling value.

Poetry 2

*They think you are useless
They throw you everywhere
Destroyer, how you are called
Destroys the charm of the city
In the midst of this corona disaster*

*But not for me
You are a blessing to me
Recycling you is my source of sustenance
Even though your scent really pierces me*

*Where is their conscience
You got dumped all over the place
Without realizing that you have meaning
You are a treasure*

*You brought the plague
Now, you are a source of sustenance*

The value of creativity and innovation dominates the second poems. It is demonstrated in the cohesion of the first, second, third, and fourth lines that truly illustrate the process of turning waste into a source of income for anyone who can manage and process it properly. The most assertive sentences representing the value of creativity and innovation are the seventh and eighth lines in the second stanzas “You are a blessing to me” and “Recycling you is

my source of sustenance” which means that waste can become a blessing or beneficial for anyone who has creativity and innovation.

Poetry 3

*You were born in many different forms
Turning my dusk into sadness
Creating a multi-faceted ecology
You make me forget
In the midst of corona*

*The buildings look lush in the city park
The water flows is so brown in the corner
of Jakarta
Everything is pictured, making up a story
Our journey that you make miserable*

*I'm next to your house
Come here and take me
Turning my sadness into your story
Please! Make me a part of your laughter*

The value of environmental awareness is evident in this third poem, the connotative meaning is very inherent in every line in the first, second, and third stanzas. Although the meaning has been implicitly arranged, the dominance of the value of environmental concern is clearly demonstrated through the sixth and seventh lines in the second stanza "Buildings look lush in city parks" and "Brown running water in the corner of Jakarta". The two lines are harsh insinuations against humans who keeps replacing green spaces with the construction of towering buildings. Moreover, unwise utilization of natural environment often results in pollutions which then makes river water in Jakarta appear cloudy and unhealthy.

The three poems are part of a poetry anthology that is being developed and are expected to truly address what is needed in the elementary school context, that is children's literature that can restore the nature of education:

humanizing human beings. Moreover, now the world is facing the era of disruption and Covid-19 pandemic that demands every field to innovate and seek preventive and curative solutions.

CONCLUSION

The development of the ecopreneurship-based anthology is to anticipate the disruptive era during the Covid-19 pandemic. The results of this research show that there are several relevant theories in developing an anthology that is expected to align with the characteristics and needs of elementary school students. Some of the relevant theories include the concept of ecopreneurship, the values of ecopreneurship, the characteristics of children's poetry, and the manifestation of the values of ecopreneurship on children's poetry. The development stage of the anthology has reached 50% with the number of poems reached 40 which are expected to actually represent the concept of ecopreneurship in the elementary school context.

ACKNOWLEDGEMENT

We would like to thank everyone who has supported us in the process of conducting this study, especially the Ministry of Research, Technology and Higher Education of the Republic of Indonesia who has supported us through the 2020 PDP grant funding. We also thank the LPPMP of Universitas Bhayangkara Jakarta Raya and two elementary schools in which we conducted this study, namely, SDN Harapan Baru II and SDN Teluk Pucung I.

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