

Local Values in *Baharit* Culture among Traditional Diamond Miners Community as Economics Learning Resources based on Sustainable Development Perspective

Muhammad Rahmattullah, Wahjoedi, Agus Suman, & Mit Witjaksono

Abstract – Local environment can be used to help student enrich their understanding about economics concept and also environmental awareness in term of education for sustainable development. The using of local environment as learning resources It also will help economic teacher to provide connected learning resources for several related economic contents in classroom will help economics teacher to provide connected learning resources for several related economic contents in classroom. In South Kalimantan, there is a traditional diamond mining activities that very different with common diamond mining because the traditional approach that they used in the process. They implemented local culture called *Baharit* in their daily activities including inside and outside production process. The aims of this research are: 1) is to identify local values in *Baharit* culture among traditional diamond mining community in Cempaka District, and 2) to map all the values in *Baharit* culture as learning resources for economics subject in term sustainable development. The aims of this research is to map all the values in *Baharit* culture as learning resources for economics subject in terms of sustainable development. This study uses the qualitative approach. This study uses the qualitative approach. The focus of this research is to identify local values in *Baharit* culture among traditional diamond mining community in Cempaka District in term sustainable development. The focus of this research is to identify local values in *Baharit* culture and map it as learning resources for economics subject. This study use case study method. This study use case study method. Data collected through field observation and in depth interview with traditional diamond miner in Cempaka District. Data collected through field observation and in depth interview with traditional diamond miner in Cempaka District. Data were analysed by qualitative descriptive technique. Data were analysed by qualitative descriptive technique. The results show that local values in *Baharit* culture among traditional diamond mining community in Cempaka District can be mapped as learning resources for economics subject i.e: a) scarcity, b) decision making, c) allocation, and d) entrepreneurship.

Keywords – Local Values, *Baharit* Culture, Economics, Sustainable Development, Education for Sustainable Development

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I. INTRODUCTION

Education plays an important role in the process and the achievement of the goals of sustainable development. The role of education is fundamental to policy makers and academics to solve sustainable development issues (Dunkley, 2013). Rajakorpi and Rajakorpi (2001) explain the three basic elements of sustainable development are ecological, economic and socio-cultural sustainability. Economic issues become an integral part of it, that's why economics learning plays an important role in promoting sustainable development issues.

According to Kemdikbud (2016), the competence of Economics subjects in high school is "students can become citizens who have the awareness, understanding, and ability to manage natural resources and create opportunities to fulfill the varied needs with limited resources through production, consumption, and distribution in the context of the devotion to the nation and the homeland by utilizing technology wisely, confident, and with great character. In order for more contextual learning, the teacher is expected to use the traditional markets, cooperatives, creative industries, marine resources, coastal, forest, etc. In addition, teachers are also expected to utilize information and communication technology (ICT), textbooks, student worksheets (LKS), and other relevant references as learning resources, and can be enriched with local contexts in accordance with environmental conditions.

Wahjoedi, et al (2012) suggests some urgency of sustainable environmental insight in the curriculum of economics education. *First*, the people's economy includes consumption, production and distribution activities that are directly related to the environment. *Second*, economics subjects must include *sustainable development* as a global responsibility for the sustainability of the world future. This is supported by Setiaji's findings (2014) which show that the eco-friendly economic behavior that seen from moral and rational considerations in economic behavior decision making, will be formed through the internalization of these values in economics learning.

It is not easy to develop the understanding about sustainable development among student. Education for sustainable development must reflect environmental, societal, and economic conditions and that it must be culturally appropriate (UNESCO, 2005:16). To teach *sustainable development*, obstacles and opportunities in and out of the classroom, many challenges and opportunities are highlighted in relation to internalizing the SD concept

into teaching. Several interesting findings within this theme indicated that the teachers face a multitude of challenges both preparing courses and lecture material as when directly interacting with students (Karlsson, 2016). An approach that was institution wide was seen as essential to fully embed sustainability into the universities. This was thought to be achievable through nurturing an interdisciplinary and place-based approach, which emphasized connections between students, estates, academics and communities (Dunkley (2013). Thus, the use of various learning resources in learning, especially in economics becomes one of the determinants to improve understanding and awareness of students' holistic awareness about nature and its sustainability for life in the future.

The problem of learning resources related to education for sustainable development is one of the hot issues currently. The most effective learning environments will be characterized by customized learning for each child; availability of diverse knowledge sources, such as books, web sites, and experts around the globe; collaborative group learning on authentic, inquiry-oriented projects; and assessment for deeper integrated, coherent, and contextualized understanding (OECD (2008) in Sahlberg & Oldroyd (2010)). Burmeister and Eilks (2013) revealed the problem of limited learning resources being a constraint in instilling an understanding of ESD. Most of the more stated information about ESD was obtained from mass media than in classroom learning. The lack of inadequate funding and material resources in classroom is a common problem that faced to teach Education for Sustainable Development (ESD) (Unesco, 2005). Previous research explained that the utilization of the environment is in the awareness of the students about the lesson of preserving the environment (Atmono, et al, 2017). It indicates that the local environment can also help student to get better understanding about economics concept and environmental awareness in the same time in term of education for sustainable development. It also will help economics teacher to provide connected learning resources for several related economic contents in classroom.

One of interesting local environment activity in South Kalimantan to be observed as learning resources is traditional diamond mining activities in Cempaka District. This mining activity is very different with common diamond mining because the traditional approach that they used in the process. They implemented local culture called *Baharit* in their daily activities including inside and outside production process. The implementation of this local culture categorized as eco-friendly activities because it was indicated that they treat the environment for their mining activity with the sustainable concept. The more intense exploration about this local culture in term of sustainable development through economics perspective will help us to get more information about how this culture works and it relation to increase students understanding about sustainable development through economics learning.

II. PROBLEM STATEMENT

The aims of this research is to map all the values in *Baharit* culture as learning resources for economics subject in terms of sustainable development.

III. METHOD

This research uses the qualitative approach. The focus of this research is to map all the values in *Baharit* culture as learning resources for economics subject. This study use case study method. Data collected by field observation and in-depth interview with traditional diamond miner in Cempaka District. Data were analyzed by qualitative descriptive technique.

IV. DISCUSSION

Local Values from Baharit Culture as Learning Resources for Economics Subject based on Sustainable Development Concept

The existence of a traditional diamond mining community in Cempaka District with local values developed within it is one of the sources that can be used as reference in the development of sustainable economic education materials. The local wisdom, when it concludes with assurances toward integrity of nature, strengthening a self-sufficient economy, and solidifying moral values (Ratana-Ubol and Henschke, 2015). Local wisdom is defined as the local richness that contains policies or life viewpoints. Local wisdom has been prepared with its function as to shape human beings to be wiser in their undergoing lives. Local wisdom possessed by Indonesia could potentially build the nation's characters as well as the identity of Indonesia. (Anggraini and Kusniarti, 2015). *Baharit* culture is a product of local culture that is closely related to environmental economics in several aspects.

The results of the study conducted from the research findings, some positive charges that can be developed as a sustainable economic content of *Baharit* culture include:

The Concept of Scarcity

The concept of scarcity associated with an understanding of the limited productive resources faces an unlimited need. Understanding of this concept has an impact on the ability to choose the best alternatives as a choice of action. Understanding of the concept of scarcity in the long run will affect a person's level of awareness of the consequences of their actions for themselves and the environment, and can create a high sense of responsibility and accountability.

Baharit culture teaches about the behavior of miners in anticipating the situation amid the limitations. Some things can be learned for example in production activities. Their diamond mining activities prefer traditional mining. Traditional mining tend to use equipment that can be recycled, and searchable from natural materials such as wood and reeds. The impact of the utilization of these

natural materials is that they can save on expenditures and waste from unused materials that will not damage the environment due to the nature of the materials that will be destroyed naturally.

Another thing of *Baharit* culture is related to consumption pattern. *Baharit* culture teaches us to live as it is and according to our ability. Miners may exploit nature in mining activities to earn income in order to meet consumption needs. In practice, they are not greedy and do the exploitation because of the attitude and lifestyle "*saadanya*" that is grateful for what is there for consumption and not too looking for things beyond their ability.

Decision Making

Decision-making has the meaning that individuals should be able to make effective decisions in relation to economic beings in the perspective of how decisions taken from resource utilization will provide the greatest possible benefits. Lessons learned that can be taken and implemented from the miner life culture are reflected in the *Baharit* culture i.e. their choice to do mining traditionally rather than with machine. Traditional mining in addition to minimizing the use of tools that are not environmentally friendly also minimize the risks of accidents and massive destruction of nature.

This environmentally friendly decision-making is also based on the religious values they hold, namely the obligation to do good not only to fellow beings but also to nature as part of worship. Decision-making based on this religiosity as well as environmentally friendly factor is a content that can be taught in the development of sustainable economic education.

Allocation

Competencies about allocations are based on a scarcity condition that affects the choice of appropriate allocation ways from various resources. In essentially in the context of economics there are three fundamental questions that always arise namely: a) what goods and services will be produced, b) how goods and services are produced, and c) who will consume it.

Baharit culture teaches how miners choose mining methods that are more environmentally friendly by taking advantage of limited resources. Decision-making in the selection of work methods and resource management is also based on the interests of various parties, especially all the members involved, so that the allocation options that they make is always based on the idea how to satisfy the desire of all members with the risk of sacrifice as little as possible both the risk related to inter- members or natural damage, especially the environment in which they work.

Entrepreneurship

Entrepreneurship in simple understanding can be interpreted as a person's ability to create something through available resources and opportunities. Entrepreneurship in a sustainable economic perspective means that

entrepreneurship is developed not only to create new economic opportunities but also to pay attention to the sustainability of nature as a part of the resources managed by the entrepreneur himself.

Economics learning that can be developed related to the entrepreneurial concept of *Baharit* culture is that the traditional diamond mining activities conducted by the mining community are entrepreneurial practices that are not only aimed at maximizing income but also paying attention to the preservation and utilization of natural resources even in a limited context such as environmentally friendly production behavior.

The deeper findings also show not only environmentally friendly entrepreneurship that can be a lesson from the life of the traditional diamond miners' community. Strengthening social relationships and caring attitude towards others (both members and people outside the group) are the goals to be achieved from their employment choices as miners. The desire to please others, especially the immediate family as part of their work goals, is a good practice that can be taken and taught in sustainable economic learning in an effort to build people with both social and economic literacy holistically.

Implementation of *Baharit* culture in economic learning in summary can be seen in the following table:

TABLE I: IMPLEMENTATION OF *BAHARIT* CULTURE IN ECONOMICS LEARNING

Basic Concept	Basic Matter	Description Material
Scarcity	Economic issues and how to overcome them	the behavior of miners in anticipating the situation in the midst of the limitations (scarcity) for production activities and consumption patterns with the principle of " <i>saadanya</i> " as the embodiment of <i>Baharit</i> culture
Decision Making	Economic issues and how to overcome them	Decision making in production activities that apply environmentally friendly concepts (such as the use of recyclable materials) as the embodiment of <i>Baharit</i> culture
Allocation	Economic Activity Actors	Production and consumption activities of diamond mining communities implementing <i>Baharit</i> culture that reflects eco-friendly behavior
Entrepreneurship	Entrepreneurship and Management	The practice of entrepreneurship and business management of miners groups that apply the concept of environmentally friendly and social concern as the embodiment of <i>Baharit</i> culture

Source: processed from finding results, 2018.

V. CONCLUSION

Engage student with local environment in economics classroom is an alternative way to make more interesting learning situation. It will affect for student's knowledge and awareness of sustainability for the future. Teachers need to be more creative not only to dig some related local resources for learning but also transform it into learning media that can help student to get better understanding with

limited time of learning in classroom. To make it more meaningful, teachers can ask students to involve in media designing for learning process. Teachers can also design few learning strategies using local resources that can attract student to be more interesting in learning economics. These two ideas can be explore through further relevant studies.

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