The Role Of Primary Educational Planning in Implementing Education For Sustainale Development in Padang

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Abstract. *This article aims to elaborate the role of Primary Educational planning in the level of District in implementing Education for Sustainable Development (ESD) in basic education in Padang District using the perspective of "The Whole School Approach". The analysis used in this article is qualitative approach. Using primary and secondary document analysis, this article shows us that the role of the Primary Educational planning has important effect to the success of theimplementation of ESD in Padang.*

Keywords: *Table, Figure, Manuscript Format*

1. INTRODUCTION

Developmentalism has dominated the world's paradigm in many countries to drive the development toward their prosperity. It has been proven that developmentalism has brought many countries to meet their economic prosperity. In Indonesia, one of the most significant indicator of the economic growth is rise of middle class since of 1990.

Otherwise, this kind of economic driven development in many countries has brought some costly environment degradation. Floods caused by deforestation, forest fire caused by massive burning activity to have land to crops are only few examples of environment degradation caused by economic driven activities.

Many environmentalists have been criticizing the developmentalism for many years since it has brought environment degradation. The United Nation Conference on The Human Environment held in Stockholm, Sweden 1972 had declared the importance of environment sustainability in development. The agreement called as "Declaration of the United Nations Conference on the Human Environment". Since 1980, the concept of sustainable development as the response to the economic and social growth which give more attention in environment started to emerge. (Balitbang, 2010).

Sustainable development is a process to optimize natural resources and human resources by harmonizing both in development (Emil Salim, 1992 as cited in Sudjatmoko, 1992). Later, Emil explained that there are three development strategies offered. First, resource management reformation which emphasize the forest management, land cover and water management. Second, concerning on the environment development aspect. Third, concerning on natural resources management.

To implement those three strategies, education has an important role. Education changes the public perception and public behavior. Irina Bokova (2012) stated "Education is the most powerful path to sustainability. Economic and technological solutions, political regulations or financial incentives are not enough. We need a fundamental change in the way we think and act" (Colombo, Alves, van Hattum-Janssen, & Moreira, 2014).

International community has started to realize that education for sustainable development is im-portant as stated on Dakar Framework for Action as result of the World Education Forum in Dakar, Senegal, on April 2000. International community has committed to deliver the Edcation for All (EFA). In that agreement document has been emphasized that education is basic right for all people and the key for education for sustainable development.

Through the adoption of Resolution 57/254 in 2002, the UN General Assembly declared the DESD, to take place from 2005 to 2014 and tasked UNESCO as the lead agency (Colombo et al., 2014).

In the Indonesian context, Law No. 20 of 2003 on the National Education System does not explicitly includes the values and principles of education for sustainable development (ESD). In the Act stated that education aims to develop the ability and shape the character and nation in dignified civilization to educate the nation's life, education aims is to the developed student potential to be a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

However, implicitly, ESD values appear in some of the Primary Educational objectives stated in Law No. 20 of 2003. As the formation of human beings who have noble characteristic which means that each human has good relationship with God and fellow and the environment.

Along with the autonomy of education in Indonesia is expected to emerge Primary Educational innovations that can meet the needs of the local need in accord-ance with the characteristics of each region. Based on the research of Balitbang Kemdikbud in 2008, there were some facts:

 a. Principals and teachers generally do not fully understand ESD, either conceptually, objectives, policies and programs. It has a logical consequence to the application of ESD to learners

b. There has been no explicit policy on ESD that can be used as a reference for preparing the program and its application in education unit level.

c. There is no reference for the implementation of ESD in schools, especially for teachers in implementing learning.

In this situation, there are some practices of basic education in Padang District that attracted many education practitioners, nationally even internationally. For example, with the implementation of education that integrates with the potential of existing areas. One concrete form is to include students of the basic school in district Padang to join the harvest event. It is meant to introduce to school students the ways of farming and to appreciate the peasant pro-fession. Besides character education, ESD in Padang Regency also applied in other concrete form such as prohibition of bringing motor vehicle to school also successfully applied. In addition, the Qur'an Reciting Program, reading the Yellow Book and Religion Book of Religion in accordance with the beliefs held by the students began effective effective. The National Agency for Combating Terrorism (BNPT).

In this situation, there are various news about the practice of education in Padang District that attracted many people. For example, with the implementation of education that integrates with the potential of existing areas. One concrete form is to include students in the school district Padang to follow the harvest event. It is meant to introduce to school students the ways of farming and to appreciate the peasant profession.

Besides character education, ESD in Padang Regency also applied in other concrete form such as prohibition of riding motorcycle to school which is also successfully applied. In addition, the Qur'an Reciting Program, reading the Kitab Kuning and Religion Book in accordance with the beliefs held by the students began effectively. The National Agency for Terrorism Eradication (BNPT) is also interested in choosing Padang education ideas as a pilot school for the national deradicalization program.

2. MATERIALS AND METHODS

From the previous explanation, this research will focus on the aspect of Primary Educational planning as one of the aspects of the "The Whole School Approach". Thus, this research will try to get an overview of how the education planning system for sustainable development that has been developed in Padang District during the leadership. The subject matter, formulated into research question as follows: How the Role of Primary educational planning in implementing Education for Sustainable Development (EDS) in Padang?

Based on the research background, researcher set some a research objective is to get an overview of how education planning for sustainable development and its relevance to

Primary Educational practices for sustain-able development at the level of Primary Educational units in Padang District.

This research method used in this article is descriptive analytic method. The writer analyse the subject matter through the activities of collecting and compiling primary and secundary datas. Data, then analyzed and interpreted based on the main themes studied. This method is used by writer due to the purpose of research is to get a comprehensive picture of how the process of Primary Educational planning at the level of basic education in Padang district.This research is categorized as qualitative research. In qualitative research, the type of data used in the form of various recording of interviews, audio visual, documents, and other relevant data.

3. THEORITICAL FRAMEWORKS

Education for Sustainable Development (ESD)

ESD is a lifelong learning process that aims to inform and involve the population to be creative, have problem- solving skills, scientific, and social literacy, then commit to be tied to personal and group responsibilities. This will ensure an economically prosperous environment in the future (Segara, 2015). The scope of ESD are as follows; a.Environmental issues (climate change, disaster risk reduction, biodiversity, environmental protection, natural resources,municipal destruction, clean water sustainability).

a. Socioeconomic issues (economic growth: children, justice, human rights, health, gender differences, culturaldifferences, consumption and production patterns, corporate responsibility, population growth, migration.

b. Political issues (citizenship, peace, ethics, human rights, democracy and governance) (Department of Education andskills, 2014).

Meanwhile, the Ministry of Education and Culture in the document entitled "The Education for Sustainable Development (ESD) Model through Intra curricular Activities" published in 2010 explains that values that need to be developed in sustainable development through education to change behavior and Lifestyle for positive community transformation. These values are as follows (Balitbang, 2010):

a. Appreciate the values and rights of all human beings throughout the planet and commitment to social and economicjustice for all.

b. Respect future generations of human rights and commitment to intergenerational responsibility.

c. Respect and care for the life of the community with its diversity that includes the

protection and improvement of the ecosystem of the planet.

d. Appreciate cultural diversity and commitment to building local and global cultural tolerance, peace and non-violence.

The existing study in ESD is not only sustainable from environmental aspect or natural resources, but multi aspect. Culture, social relations, responsibility as citizens even become citizens of the world are aspects that are also considered in the implementation of ESD so that humans are able to think globally. A world that has many social problems (racism, dis-crimination, violence, sexual harassment) and culture (extinction of local languages, cultural union, loss of truth and moral values) is a shared responsibility, so peaceful world and Prosperity can be achieved (Segara, 2015).

Education for Sustainable Development in Indonesia Legal Aspects:

a. 1945 Constitution, Article 31 paragraph 1: Every citizen is entitled to education. Verse 3 mandates the government to seek and promote a national education system, which promotes faith and piety and noble character in order to edu-cate the life of the nation, which is regulated by law.

b. Law no. 20 of 2003 on National Education System. In Article 3, national education functions to develop the ability and form the character and civilization of a dignified nation in order to educate the nation. Education aims to develop the potential of learners to become human noble, healthy, faithful, knowledgeable, capable, creative, independent and become citizens of a democratic and responsible.

c. Law Number 17 Year 2007 Concerning the National Long Term Development Plan Year 2005-2025. To realize a progressive, independent and fair Indonesia; Natural resources and the environment must be managed in a balanced way to ensure the sustainability of national development.

d. Law no. 23 of 1997 on Environmental Management. Article 1, paragraph 3 states that environ-mentally sustainable development is a conscious and planned effort that integrates the environment, including resources, into the development process to ensure the capability, welfare, and quality of life of present and future generations.

e. Law no. 32 year 2014 About Local Government.

f. Government Regulation No. 19/2005 on National Education Standards (SNP) which is amended by Government Regulation No. 32 of 2013 and Government Regulation No. 13 of 2015. As in Article 3 PP Number 119 Year 2005 regarding SNP, it is explained that the National Education Standards serve as a basis In the planning,

implementation, and supervision of education in order to achieved a quality national education.

g. Strategic planning (Renstra) of the Ministry of Education and Culture Year 2014 - 2019

The Whole School Approach in ESD Implemen-tation

One approach to ESD implementation is the "The Whole School " approach. The "Whole School" approach sees the implementation of education for sustainable development in formal schools to be holistic. ESD is not a lesson on education for sustainable development. Education "ESD" is the spirit of all educational activities at school (Hargreaves, 2005).

In practice, Hargreaves (2005) states, "In practice, this approach means that a school will incorporate teaching and learning for sustainable development not only through aspects of the curriculum but also through sustainable school operations such as integrated governance, stakeholder and community involvement, long term planning, monitoring and evaluation" (Hargreaves, 2005).

Meanwhile, Primary Educational administration is the study of the arrangement of human resources, curriculum or learning resources and facilities to achieve optimal Primary Educational goals and the creation of a good atmosphere for human beings agreed (Engkoswara and Komariah, 2010). Thus it is clear that the implementation of ESD with the approach of "whole school approach" entered the study of Primary Educational administration.

Education Planning

According to Philip Comb, in the planning of education there are three approaches. The "social demand" approach, the "Man Power Planning" approach and the "Rate of return" approach (Coombs, 1970)

a. The "Social Demand" approach

This approach emphasizes the balance between public will and the availability of existing Primary Educational services. As well as the balance in the market in economic terms. If within a region there are a number of primary school-aged children, then appropriate basic education services should be provided. According to Coombs (1970), one difficulty in this approach is how to calculate "demand" accurately. For example, it is related to people's perception of higher education.

Where not all high school graduates are interested to go into college. This is in contrast to the calculation of "demand" for primary schools, where basic education is an obligation for all citizens

b. The "Man Power Planning" approach

The "Man Power Planning" approach (MPP) is an approach that is closely related to the great vision of development in a region. The development of a region is not only related to how to manage the allocation of physical / material resources, but also related to human resource management.

A development will work effectively and efficiently when supported by a "supply" of human resources skilled in accordance with the development needs. A power plant development project to meet the energy needs of a country, for example, will require skilled human resources. This need is what must be responded by the education world with a plan that considers the human resource needs needed in the development process in a region.

c. "Rate of return" or "Cost and benefit analysis" Approach

This approach is an approach that emphasizes the calculation of the likelihood of profit and loss seen from the ratio between how much costs incurred with the possible benefits gained from the implementation of planned or planned education. An education service should consider how much it costs and how much benefit it will make. However, according to Comb (1970) the difficulty in this approach is how to calculate the advantages and disadvantages that may arise from an education organization.

3. CONCLUSION

From the background description, theoretical framework and the findings in the field based on documentation study can be seen that the aspect of education planning in Padang district contributed significantly in the implementation of ESD in Padang district. However, implementation of ESD in Padang District is more visible from the Whole School Approach when compared to using three Primary Educational planning approaches, Man Power Planning, Social Demand and Rate of Return.

On the other hand, Primary Educational planning that is substantially related to ESD appears in several re-gional development planning documents as seen in the development vision set by first Padang district "Developing local wisdom- based development that is of religious value, oriented towards the excellence of education, health, welfare Social and

equitable economic equality for the whole society.

In addition, the regent of Padang as the head of Padang district itself has issued Regent Regulation Padang No. 69 of 2015 on Character Education which became the reference for the implementation of character education in elementary schools in Padang district. Beside that, local governments have implemented participatory planning activities involving the community. Or it can be said as bottom-up planning, because it collects or accommodates the aspirations and recommendations of the community from the lowest level. This is evidenced by the activities of village, subdistrict level until district level. From the above discussion can be drawn some conclusions:

a. Whereas ESD in Padang Regency has been substantially implemented in the form of life skill education.

b. Whereas ESD in Padang Regency is implemented on the role of local government that has made Primary Educational planning in accordance with the substance of ESD. Planning is implicitly stated in the vision of regional development andexplicitly in the Regent Regulation No. 69 of 2015 on Character Education.

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