



Stimulating Agriculture Education in Early Childhood

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Abstrak

Generasi pemuda pertanian dalam keadaan gawat darurat sebab regenerasi petani gagal terlaksana. Sementara pembangunan pertanian tidak mungkin terlupakan ditengah-tengah kebutuhan pangan, sayuran dan buah harus terpenuhi. Sebagai negara pertanian maka pertanian harus tetap berlanjut. Penelitian ini bertujuan untuk menemukan berbagai stimulant yang bias digunakan untuk mendorong generasi pemuda pertanian agar mau berkecimpung dalam dunia pertanian. Metode penelitian yang digunakan yaitu metode penelitian kualitatif yang bersifat *descriptive* dengan pendekatan studi literature. Pendekatan ini bermaksud untuk mengumpulkan berbagai *literature* yang berkaitan dengan tujuan penelitian. Hasil penelitian menunjukkan bahwa ada beberapa cara yang digunakan untuk menanamkan jiwa pembangunan pertanian diantaranya siswa diberikan film tentang pertanian sehingga siswa merasakan langsung dan melihat sehingga bisa menjadi bagian dari perilaku suatu saat nanti. Selain itu, anak-anak sebaiknya diberikan pendidikan pertanian semenjak dini disekolah sehingga perilaku bertani akan ternam dikemudian hari kepada anak. Sekaligus dilakukan oleh keluarga dirumah seperti berkebun.

Kata Kunci: *Pendidikan Pertanian, Anak, Stimulasi*

Abstract

The number of the young generation taking part in agriculture development continues to exacerbate despite there is youth generation keen on including in agriculture. The old farmer category is more than the youth peasant. Therefore, the fundamental need of human including vegetables and foods must be fulfilled without compromising because it is basic need. The research find out about the strategy to mitigate the condition based on concept and theory. The literature studies method is implemented for gathering the data which is linked to some strategy to solve the obstacle. The result of this research discovers that to motivate children to use a movie that contains agriculture because the children keen on watching the film. The other is to stimulate the habit of children through school and family such as cultivating the crop at school and it is also implied in house through gardening.

Keywords: *Agriculture Education, Children, Stimulate*

INTRODUCTION

Indonesia as an agricultural country, which most of the population work in agriculture, depending on the success of the farmer to support food security in Indonesia. Indonesian farmers assist the government in meeting the food needs

of the entire population in Indonesia. Therefore, farmers in Indonesia must pay close attention so that Indonesia as an agricultural country can continue supply food sourced from domestic farmers (Suratha 2017). The problem in agriculture in the current era is the declining interest of young farmers. This problem arises due to declining socio-economic conditions, low levels education, the area of agricultural land is shrinking and there are pull factors and push factors (Afista, Relawati, and Windiana 2021). Quality human resources who are committed to building the agricultural sector one of the success factors of sustainable agricultural development. However, agricultural development facing quite serious problems, namely the number of young farmers continues to decline, both in terms of absolute or relative, while old age farmers are increasing (Susilowati 2016).

Regeneration of farmers is relatively slow, especially in the field of food agriculture. Based on research results, young people no longer desire to work in agriculture and prefer to work in the industrial sector. Agriculture is last resort for young people because of the poor economic value of agriculture. Income from agriculture is considered insufficient to meet needs family, especially when the scale of the plantation is smaller than that of the plantation cultivated by people their age (Supatminingsih and Tahir 2021). Strategy to increase the interest of rural youth in agriculture begins with optimizing activities counseling with material is ensured according to the needs of youth and the availability of resources, which is aligned with the character of the respondents who are still very young, inadequate education but has a cosmopolitan level that is quite adequate, then simultaneously remains encourage youth motivation, through extension activities about agriculture and improve youth participation in agricultural activities such as the commemoration of Agricultural Krida Day (HKP), Hari Field Gathering (Field-Day), technology gathering and other agricultural extension activities (Effendy, Maryani, and Yulia Azie 2020).

Young societies tend to choose wages higher and choose the industrial sector usually in urban areas. In this case youth in rural areas avoid working in the sector farming because they see it as a job dirty, tiring, no income sedentary, fit only the older generation. The disinterest was also caused by the results agricultural production obtained is very long and often unsatisfactory (Wal'alfrif Gulo 2018). The shortage of youth motivation in agriculture working because they perceive that becoming a farmer confront to life misery. As result as agriculture sector must be avoided by youth as livelihood sources. Youth disinterest in work as a rice farmer because income received by rice farmers relatively small. The lower the cost borne by rice farmers, the more large income earned by farmers. Costs required for farming paddy consists of fixed costs and costs variable. Fixed costs consist of fees land rent, depreciation, tractors and tax. The younger generation with a low level of socialization results in a lack of interest from the younger generation to agricultural activities. Respondent's parents both work in agriculture and non-agriculture do not want their children to make agricultural activities as the main occupation. Young generation whose parents still have agricultural land still carry out agricultural activities to help his parents worked on their farm (Werembinan, Pakasi, and Pangemanan 2018).

METHODOLOGY

The topic of this research is stimulating agriculture education in early childhood exert literature studies. A literature review is a surveys scholarly articles, books and other sources relevant to a particular issue, area of research, or theory, and by so doing, providing a description, summary, and critical evaluation of these works (Ramdhani, Ramdhani, and Amin 2014). Library helps a person to unfold his personality by revealing the potential qualities in him. Library develops the mind, the physique, the senses and the skill and nourishes the thinking capacity of the learner. It helps the user to contribute his full potential as individual and to contribute effectively to his personal development and ultimately to socio-economic developments of the nations (B and D. 2012). Literature study is a data collection technique as a reference which aims to obtain more information in the direction of research relevant to how to read, learn, and explore literatures (Handayani, Febriyanto, and Yudanto 2019). In this research, the researcher discover some finding from numerous of paper including journal, book, and magazine. The finding is gathered from numerous of sources to discover the variety of finding. Once after, the researcher find out some stimulating education to motivate the early childhood in agriculture. There are some variables that researcher utilize to increase the intention of student in farming comprises the linkage between entice the film which is regarded with the agriculture. The more often the children watch the movie, the more possible the children will include or implementing action in agriculture practices in the future. The another is to educate the children through gardening at school or at home. It can grow the love in children for agriculture. As the researcher have discovered all of the point, the researcher strive to make the comparison each other to another finding. These findings will produce many variations from previous findings so that researchers can discuss what has been found. After that, these findings must not be ignored but must be supported by various theories so as to support the findings.

RESULTS AND DISCUSSIONS

The generation peasant in forthcoming era confront to hurdle because young generation overlook agriculture as life sources and livelihood. As result as, the number of perpetrator in farming production decline dramatically. It result to reduce the production of food and vegetable as well as the fruit which it is valuable for fulfilling fundamental necessary. The youth generation lack of interest in including in agriculture activity. It must be exacerbated by attitude of parent where they motivate the children doesn't involve in farming. In the parent perspective, as blending in farming doesn't need bachelor certificate and agriculture work is messy, lack of wage and It is not prestigious job. It is trigger the young generation for searching the other work in other area like work in non-agriculture sector (Saputro and Saputro 2020).

Various factors causing lack interest of young workers in agricultural sector, namely less prestigious, high risk, less assurance, unstable earnings.

Other factors are small size land holding, limited non-agricultural diversification and agricultural processing activities in rural areas, slow farm management succession, and lack of incentive for young farmers (Susilowati 2016). The obstacle above must be mitigated through education in agriculture. Education in agriculture is important for students with special needs in high school as they gain basic skills and practical hands-on knowledge that can be applied in many aspects of their lives including: daily tasks; coursework in college; and/or entry-level positions in the agricultural industry. Taking the knowledge and skill sets that were aimed at preparing students for the workforce and combining adjustments necessary to accommodate students with special needs, is crucial for educators to understand about the learning environment (Pirtle, 2012).

On the contrary, education is inability for providing the resources for agriculture as the main perpetrator. It is linked to the shortage of motivation of youth generation to begin their education in school of agriculture because agriculture perceive as low income and low state (SAPARYATI 2008). education have not provided There are numerous of method like learning through movie. The other method is to introduce agriculture through movie. As the school as encourage children with movie, it can boost the children enthusiastic to involve in agriculture. It can abolish the image about agriculture where farming are considered as dirty work. The more intense the student entice agriculture movie. The more possible the children can alter their intention to participate and eliminate about disadvantages of agriculture. The implementation of movie for learning can encourage student for processing the information which they acquire from film.

In addition, the children have capacity to compare the information which they elicit from movie and the another sources including internet and book (Widiani, Darmawan, and Ma'mur 2018). In order to deal with the issues, children must accept the film or movie in agriculture. Learning through movie lead to encourage the student motivation in learning more about agriculture despite there is no proof that it can reach in student behavior once after they complete their studies. The most pivotal is to be embedded education for agriculture through movie. The film can be linked to the situation of farming in Europe country where they have released the state of arts in farming. As the movie only about the drawbacks aspect of agriculture is viewed to student, It stimulate the students to perceive that agriculture obtain several of unworthy if they involve in this activity.

The another method is to embedded farming attitude at school where it the school require to applicate in school environment. The school provide small land for greening area or land where it able to farm some of crop. As the student often undergo to plant seed, watering the plant, and nurture the crop with some of fertilizer, it makes the student adopt agriculture as their habit in each day. It is a hope that it can add more young generation in forthcoming as it may success. The condition is to circumvent the student form this trait because land space for children playing continue to decline amid globalization and development of the house. As result as, the shortage of land must be occurred, and the location for agriculture practicing unable to attaint because it look like agriculture is excluded amid development despite it is essential for ensuring the human necessities.

Then, bringing the children to rice paddy field or eco-tourism, it is linked to nature and plant where the beauty of scenery enable to grow the conservation of behavior in children.

When children feel that nature is their soul, It make them will nurture the nature and hesitate to devastate the function of environment. Meanwhile, agriculture is strongly linkage to environment system. As the environment pursue to damaged, the farming also can't be attained because when we cultivate the crop, we must ponder that the land must encourage the production or growing the seed. As the land contain shortage nutrient, the plant can't be categorized as proper growing. As result as the production will be dissatisfied because it is not suited to hope. It is boosted by the ecosystem damaged nowadays is connected to human behavior despite not all of human can be justified as perpetrator for ravaging the nature. In this mechanism, the parents has role to accompany their children and attend nature object as playing place for the children. Parent is the teacher despite it is not regarded with formal educator but the role of parent such as requesting the children cultivate some of flowers and vegetable able to increase the participation of children in next time.

It can be boosted by nurturing the plant like watering regularly every morning and evening, despite it is not large activity in the field but it is valuable tremendously because when the children have an agenda for gardening, it will be embedded to their behavior rather than the children has not had the activity from their parents. It is better as the parent also ask the children for visiting peasant in the rice paddy field, it enable them to participate and communicate with the farmer ranging from tillage of the soil and harvesting. At least, the children understand the stages in agriculture activity, the most crucial this is to appreciate the farmer work because it need work hardly and allocate the time but the advantage economically is not as high as the person who work outside of farmer like in factory. Moreover, children are stimulated through farm sprouts. Local farmer participate in this agenda, the children able to mingle with peasant in the field, it boost the children to cultivate the crop.

Each day, the children ask the question which is related to crop, the method, as well as the way for harvesting the crop. Program staff attempt to source as much of the program snacks as possible from the farm and involve children in growing, harvesting, and preparing the food to eat (Rymanowicz, Hetherington, and Larm 2020). Furthermore, farm to Early Childhood Programs have evolved from the strong national Farm to School movement as a way of providing fresh, local foods in meal programs that serve the youngest children. Farm to Early Childcare and Farm to Preschool programs focus on purchasing and using fresh, local foods at program sites to promote the development of healthy eating patterns in children from birth to age six. These programs also involve children's gardens, educational activities related to local food and agriculture, and opportunities for building community partnerships (Yelton 2015). For this reason, it is school education that must ensure students attain agricultural literacy.

To change the conceptions of the students to reflect a more in-depth understanding of farmers' duties, we suggest interventions or the programmes

where the students could get an opportunity to get more in contact with agriculture and actual farmers. The most efficient way would be to get the students actively involved with a farmer's work, possibly arranged as farm-stays on a modern farm with large-scale production facilities (Fröhlich, Goldschmidt, and Bogner 2013). The other benefit when the children include in agriculture activity is it result to boost their motoric. Gardening is playing and learning together with among of friends. They will not undergo bored and active in activity. In this activity, all of part the body will be moved, it make the goal of farming activity enable to boost the development of physic motoric children (Windarto et al. 2020).

CONCLUSION

Young generation hesitate to involve in agriculture activity because the farming activity deem as the activity difficult to predict to gain the prosperity as well as it is low status socially. As result, the shortage of farmer as the main perpetrator for agriculture can't be avoided. The impact is the agriculture production and regeneration of farmer unable to continue. One method to motivate the children is the parent at home start with gardening like cultivating and nurturing the plant. The activity can grow the habit in agriculture starting from home. Then, It is supported by watching a movie because it is an entertainment for them when they entice the movie in agriculture. Moreover, school have to provide the activity for achieving farming behavior because school is the place for student to posses education like educating in farming. The activity can be a habit regularly as it is stimulate in early time. In family, gardening attitude can be released because the parents can accompany the children for cultivating some of crop at small garden. It assist the children as the simple simulation enable to conduct amid the globalisastion era.

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