

# Internalization of Indonesian Economic Ideology on Formal Education for Elementary School Level

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**ABSTRACT:** This research aims to internalize and indoctrinate Indonesian economic ideology through economic learning for elementary school students and also test the effectiveness of economic learning tools based on the Articles of the 1945 Constitution. This research applied a Design Based Research (DBR) development research approach. The results of this research are economic learning development products based on articles of the 1945's Constitution which are based on joint efforts based on the principle of kinship, which can effectively indoctrinate and internalize elementary school students in the economic ideology of the Indonesian nation. This process is carried out by instilling Indonesian economic ideology from an early age, students can know, recognize and have the character of the values of Indonesian economic ideology in their lives.

**Keywords:** economic ideology, economic literacy, education, elementary school.

## I. INTRODUCTION

The Indonesian nation has its own economic outlook which is a characteristic or differentiator from other nations. For the Indonesian people, the economy is not just a material issue, but also a spiritual issue. In fact, through economic activities, it becomes a means of achieving a happy life, both in this world and in the afterlife [1].

These values are then taught from generation to generation until they become a way of life or ideology. The economic ideology of the Indonesian nation has been tested and proven to be able to guide the Indonesian nation through various trials. By prioritizing feelings of kinship, mutual love and a sense of shared destiny, the Indonesian nation was able to escape the grip of colonialism and lead to a nation that has grown and become large to this day [2]. The economic philosophy or ideology of the Indonesian nation is written in legislation, which is Article 33 of the 1945 Constitution [3].

The writing of Indonesia's economic ideology in Article 33 of the 1945 Constitution has an important meaning. Indonesia's economic ideology is not just a discourse or verse that is memorized in school lessons [4]. Indonesia's economic ideology has become a constitution or law, which is binding, must be implemented and must be obeyed by all Indonesian people. Carrying out economic activities that conflict with joint ventures based on the principle of kinship is the same as violating the law [1]. Joint ventures arises in line with the understanding of Indonesian ancestors in understanding the meaning of prosperity. Prosperity is not only material, but prosperity consists of harmony between humans and God, human harmony with fellow humans, and human harmony with nature [5].

Indonesia's economic ideology also plays a role in education. Education in Indonesia basically plays a very important role in building society in the development of a country. Through education, society transforms culture, creates a workforce, creates a means of social control and so on. Thus, the development of society can run sustainably. Education has always been used as a forum or place to create generations who are experts and skilled in their respective fields. Through education that is developed, the government will be easier in terms of tackling social crime, unemployment, poverty and so on. This is because education does not only focus on transforming attitudes and culture, but education also creates experts in the economic field [6]. The educational praxis of this economic ideology can be a tool of ideological strengthening. So we can come to the conclusion that

education can be used as a state tool to perpetuate ideology, existence and national identity. In this case, education is a state tool to educate the life of the nation itself [7].

Historically, countries that have placed a high priority on education have frequently experienced significant transformations in their economies, demonstrating the close connection between economic growth and educational progress. Fundamentally, education drives economic growth in a variety of ways, serving as an essential motor. To begin with, education is the birthplace of innovation. Nations may cultivate an atmosphere conducive to the advancement of cutting-edge technology, innovative procedures, and creative concepts by providing their citizens with the necessary information and competencies. People with higher levels of education are more likely to make well-informed decisions about many parts of life, such as choosing capable leaders, embracing healthier lifestyles, and putting prudent family planning into action. These well-informed decisions have a major positive impact on societies' sustainability and general well-being [8].

However, the fact that has occurred is that the strong current of globalization has shifted Indonesia's economic ideology towards a capitalist economic ideology. Capitalist economic ideology originates from western nations (Europe and America), which is very different from the cultural roots of the Indonesian people [9]. In a capitalist economy, economic action is only self-centered which is indicated by profit oriented and maximum utility. The measure of prosperity is determined by the number of possessions owned (material) or only physical aspects [10]. Togetherness and family values in the Indonesian economy have been replaced by competition, individualism and self-interest [11,1].

Researchers also assume from this development research that economic learning in Indonesia should teach economic ideology, namely article 33 of the 1945 Constitution, as core content, both at the basic education level and at tertiary level [12]. Apart from that, economic learning based on Article 33 of the 1945 Constitution as an Indonesian economic ideology/philosophy is still very lacking, especially at the elementary school level where the instillation of economic ideology should be carried out from an early age so that attachment can occur which can influence children's attitudes and behavior [13].

## II. MATERIAL AND METHOD

This research uses a Design Based Research (DBR) development research approach. The characteristics of development research using the Design Based Research (DBR) approach are as follows:

**Table 1.** Basic characteristics of design based research

No	Characteristic	Explanation
1	Pragmatic	<ul style="list-style-type: none"> <li>As design-based development research that expands theory and practice.</li> <li>The value of the theory is revealed by the extent to which the principles contained therein can be derived from the extent to which they can improve practice</li> </ul>
2	Grounded	<ul style="list-style-type: none"> <li>The design developed is driven by theory (theory driven) and grounded in relevant research as well as theory and practice</li> </ul>
3	Interactive, iterative, and flexible	<ul style="list-style-type: none"> <li>Designers are involved in the planning process and collaborate with users (participants)</li> <li>The process takes place in an interactive cycle of analysis, design, implementation and redesign</li> <li>The initial plan usually does not have enough details so that the designer can make changes if necessary</li> </ul>
4	Integrative	<ul style="list-style-type: none"> <li>A mix of research methods is applied to maximize the credibility of ongoing research.</li> <li>Methods vary during different phases according to emerging needs and evolving research focus</li> <li>Straightforwardness is always maintained and the discipline applied is suitable for the development phase</li> </ul>
5	Contextual	<ul style="list-style-type: none"> <li>The research process, research findings and changes that have occurred since initial planning are documented.</li> <li>Research results are linked to the design process and setting.</li> <li>The content and constraints of generalized designs vary</li> <li>Guidance is needed to apply the principles outlined</li> </ul>

Source: Adaptation from Wang & Hanafi [14] in Mit Witjaksono (2010:10) [15].



FIGURE 1. Research framework for research design

Steps to internalize Indonesia's economic ideology through a learning model of local wisdom in elementary school students: (1) explain theoretical aspects: the meaning of economics according to the Indonesian nation, namely economy is the harmony of humans with their creators, fellow humans, and the environment; (2) explain the purpose of the economy according to the Indonesian nation (i.e. as a way for humans to meet their creators); (3) Explain how to do economics according to the Indonesian nation through simulating the local wisdom of cooking gotong-royong at school.

## 1. RESEARCH PROCEDURES

*Stage 1:* Identify the need for a learning model for article number 33 of the 1945 Constitution at the Elementary School level. Identification of economic learning needs based on article 33 of the 1945 Constitution in elementary schools is carried out collaboratively between researchers and model teachers. The process is as follows: *First*, problem identification: The problem identification process is preceded by conducting an initial survey to determine the extent to which the values of article number 33 of the 1945 Constitution are embedded in Social Sciences learning. Researchers together with class teachers (Primary School teachers) explored documents in the form of curriculum, teaching materials (Social Sciences learning tools) including exploration of the social studies learning process that has been carried out by teachers in the classroom, both in the form of methods and techniques in learning; *Second*, the problem identification validation test process: After the problem is identified, the next step taken by the researcher is to analyze the problem qualitatively which is linked to theory, research results and relevant empirical studies; *Third*, objective analysis: in this process, an analysis of the objectives of developing economic learning models based on article number 33 of the 1945 Constitution is carried out. This objective analysis activity plays an important role in determining the curriculum structure, material content, learning models and other related matters.

*Stage 2:* Development of design and prototype learning model for article number 33 of the 1945 Constitution at the Elementary School level. *In this stage* activities began with a collaborative discussion (focus group discussion) between researchers, teachers and a team of experts. From this discussion activity, a description of the objectives of learning development as well as the design (prototype) of economic learning based on article number 33 of the 1945 Constitution at the Elementary School level was obtained. The expert team is tasked with providing validation in the form of a questionnaire regarding the content, structure and matters related to the economic learning prototype based on article number 33 of the 1945 Constitution. The input from the expert team is then tested on a limited basis on small groups of students.

*Stage 3:* Testing and refining the economic learning prototype based on article number 33 of the 1945 Constitution. After carrying out limited trials, researchers will obtain input on the economic learning prototype based on article number 33 of the Constitution so that it can be carried out in the field with real class test subjects. By testing economic learning prototypes in actual classes, the effectiveness of economic learning in instilling (internalization process) article number 33 of the 1945 Constitution is known.

*Stage 4:* Reflection on economic learning products based on article number 33 of the 1945 Constitution in Elementary Schools. This stage perfecting the economic learning model based on article number 33 of the 1945 Constitution through an in-depth evaluation process. Through this final evaluation, learning models and tools will be obtained that are ready for use by teachers in the teaching and learning process.

## 2. PARTICIPANTS

Research activities were carried out at Brenggolo State Elementary School with samples of 21 students. Brenggolo Primary School is a favorite school in Plosoklaten sub-district. The facilities at SDN Brenggolo are more complete than other primary schools in Plosoklaten sub-district. In addition, the background of the students

is heterogeneous. There are students who follow Islam, Christianity and Hinduism, etc. Parents' occupations are also heterogeneous: Farmers, factory workers, traders, and government employees.

### 3. DATA ANALYSIS TECHNIQUE

Researchers analyzed qualitative data obtained from focus group discussion data in the form of input, suggestions, and evaluations obtained from a team of experts (experts) and class teachers (users). In addition, the qualitative data also comes from various data sources: (1) observation data on changes in student attitudes filled in by three observers of elementary school teachers; (2) interview data, where researchers conducted in-depth interviews with elementary school students. All data will be analyzed through data triangulation. Validity analysis of teaching material products is carried out to assess whether teaching materials and their assessments meet the elements of validity.

## III. DATA ANALYSIS

Based on the validation of four (4) experts regarding the formulation of objectives and indicators, syllabus, lesson plans and modules, it was found that the average assessment was between 96-100, which concluded that the curriculum tools to be taught were very suitable for implementation in the classroom. Research activities were carried out at Brenggolo State Elementary School with samples of 21 students.

### Reflection Results

Based on the results of the reflection, it was concluded that the prototype product was proven capable and effective in internalizing and indoctrinating students towards the Indonesian economic ideology, namely Joint Enterprise based on the principle of Family. The sources for the reflection results were obtained from: (1) Observer observation results (assessment aspect sheet); (2) Questions and answers during learning activities; (3) Student questionnaire; (4) In-depth interviews; (5) Results of student work portfolios; and (6) Documentation during learning activities.

More clearly, the results of reflection on the development of economic learning based on article 33 of the 1945 Constitution in elementary schools are described as follows.

#### 1. BASED ON THE OBSERVER'S OBSERVATION SHEET

The observers in this study consisted of 3 practitioners (teachers), namely: 1) Mrs. Narweni, S.Pd (head of the observer team), 2) Mrs. Titik Supriani, S.Pd (member), 3) Mr. Basuki, S.Th (member). The three Observers carried out their duties from the first meeting. Each observer assesses independently, without being bound or intervened by any party so that they are able to provide an assessment fairly and honestly. The results of the development of students' attitudes start from the second meeting and end at the eighth meeting, because the first meeting is an introduction while the eighth meeting is the closing.

The results of the observers' observations regarding changes in students' attitudes to higher levels are shown in graphical form as follows.

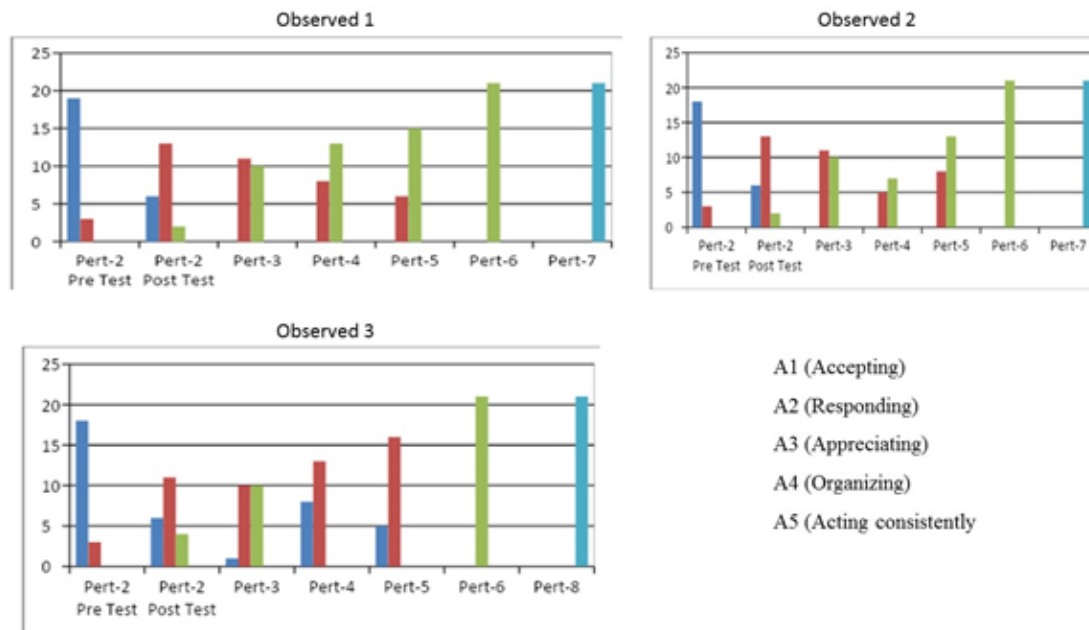


FIGURE 2. Results of three observations

Students experience changes in attitude in a positive direction from meeting to meeting. At the beginning of the meeting, before the researcher gave an understanding of the material, there were only 3 students who showed that they had family attitudes. The remaining 18 students were still oriented towards their own interests. Then, after the researcher provided the material (instilling concepts and understanding of family values in joint efforts), students began to show an increase in the affective domain. The number of students in the A1 (accepting) domain, which was originally 10, has now decreased to 6 students. The remainder showed an increase in the affective domain towards A2 (Responding), A3 (Appreciating), and A4 (Organizing).

This process of changing students' attitudes to increasingly higher realms continues until finally students reach the highest realm, namely acting consistently (A5). By continuing to receive material and practice joint efforts based on the principle of kinship repeatedly, values are embedded in students. The peak of this can be seen when students do a cooking project together. From the deliberation activity determining the menu, the cooking process, to enjoying the meal together, the observers saw that the students had a consistent attitude and acted naturally according to the values taught.

## 2. BASED ON CLASSICAL QUESTIONS AND ANSWERS

Question and answer activities were carried out by researchers at the eighth meeting (reflection and closing meeting). This question-and-answer activity was asked (explore) to all students in the class. Students are allowed to freely express their opinions. Researchers make the class atmosphere as comfortable as possible so that students are not afraid / do not feel pressured, expressing the things they feel. The things asked by researchers and various answers or opinions of students are shown in Table 2 below.

Table 2. Classical researcher questions and the results of student expressions

No	Researcher questions to all students	Student Answers	Detail Information
1	How do you feel about studying economics so far? Do you feel happy? tired? bored, or sleepy?	"We're happy...."	All students answered enthusiastically in unison
2	Is studying economics easy or difficult?	"Easy..."	

3	When the deliberation determines yesterday's menu. What do you remember most? Who wants to tell the story?	<ul style="list-style-type: none"> <li>• Nizam: "Me Mrs... Faris suggestion is very funny, cook fried gourami and then drink grass jelly ice"</li> <li>• Raka: "Reno's socks, they smell really bad, ma'am"</li> <li>• Defa: "Mrs. Nike reprimanded Farel for making a difficult cooking suggestion and having to think according to common sense and a clear conscience"</li> <li>• Ayla: "The boys wanted to cook Clear Vegetables, the girls wanted to stir-fry water spinach, finally the girls gave in and cooked Clear Vegetables".</li> <li>• Danis: "Fried catfish replaced with fried tofu, ma'am"</li> </ul>	<p>Students express their opinions in turns.</p> <p>The class atmosphere is cheerful</p>
4	Does anyone feel they were not given the opportunity to express their opinion during yesterday's deliberation?	"No..."	The student was silent for a moment, then answered no followed by shaking the head
5	Does anyone feel that their opinion is not considered? not being appreciate or got ignored?	"No..."	
6.	Does anyone feel the task is too heavy?	"No..."	Students answered no with full confidence
7	Now, when you cooking, who wants to tell us, what part you remember the most during cooking?	<ul style="list-style-type: none"> <li>• Nizam: "Fairus took the pentol for fried rice, Ma'am"</li> <li>• Keyza: "There wasn't enough frying pan for cooking fried rice, so I had to borrow it from Mr. Teacher" (Mr. Basuki)</li> <li>• Reno: "I had arranged the classroom and it turned out it wasn't being used, the food was moved to the library, ma'am. I was also invited by Mr. Basuki to get cooking utensils from his house, ma'am."</li> <li>• Fiona: "The vegetables weren't cooked properly, ma'am, the stove caught the wind"</li> <li>• Feri: "Fairus and I washed vegetables in the prayer room at Mr. Lan's marahu house"</li> <li>• Davin: "Bima slipped up when frying the tofu, ma'am."</li> <li>• Fatikha: "There's not enough space to put the fruits, Ma'am".</li> <li>• Elok: "I made the rest of my flour into dents, ma'am, then ate it with my friends"</li> <li>• Faris: "Borrow a pot to use for iced tea in the warehouse, it turns out to be a waste, ma'am"</li> <li>• Gita: "During recess, lots of children from other classes watch cooking"</li> </ul>	<p>Students express their opinions in turns</p> <p>Several opinions were followed by laughter throughout the class</p> <p>The researcher was patient in hearing students express their opinions one by one</p>
8	During cooking activities, do students who are careless forget their group assignments?	"No...."	The students were silent for a moment, then answered no
9	Is it done collaboratively?	"Yes..."	Students answered enthusiastically
10	Is there anyone who is picky about giving help?	"No.."	Students answered enthusiastically



11	Does anyone want to share when they helping their friend during cooking yesterday?	<ul style="list-style-type: none"> <li>● Ayla: "Elok helped me go home to get LPG and take it with me to school"</li> <li>● Raka: "My group has finished making iced tea, then I helped fry the tabu ma'am, my group members also helped their friends"</li> <li>● Nizam: "I helped Fairus cut the meatball bulbs and chop the mustard greens"</li> </ul>	The whole class enthusiastically raised their hands, but the researcher appointed several students to tell their stories
12	Did anyone fight while cooking yesterday?	● No ma'am	The students were silent for a moment, then answered no
13	Now it's time to eat together in the library, how do the children feel when they eat together?	"Happy..."	Students answered enthusiastically
14	Does anyone want to tell you about a funny or interesting incident while eating together?	<ul style="list-style-type: none"> <li>● Faris: "Bima and Reno eat a lot ma'am"</li> <li>● Nizam: "There's a lot of people eating kembul fried rice"</li> <li>● Anggun: "Ms. Elok and Keyza have made up again ma'am"</li> </ul>	All students enthusiastically raised their hands, but the researcher appointed several students to tell stories
15	Seeing Reno and Bima eating a lot, does anyone feel unfair?	● No	Although not simultaneously, the entire class answered no

### 3. INSTRUMENT

The questionnaire is filled in by the students themselves. Researchers emphasize that the questionnaire has nothing to do with grades. Students may write their feelings as honestly as possible without fear, but students must also provide clear information or reasons for each answer given in the questionnaire.

The purpose of giving this questionnaire is to find out to what extent the effectiveness of economic learning in Article 33 of the 1945 Constitution can be accepted by students and is able to change the way students think and act. Researchers distributed questionnaires at the seventh meeting after the cooking activity together. Then this questionnaire was collected the next day at school, at the eighth meeting, the final meeting, the reflection and closing meeting.

The researcher made the questionnaire in the simplest format possible, so that it could be understood by elementary school age students, but could still show the accuracy of the data. The questionnaire contains 4 questions. Each question must be accompanied by an explanation. The questions in the questionnaire are: (1) Is it difficult or easy to learn joint business economics based on the principle of kinship? (give a reason!); (2) Learning the economics of joint ventures based on the principle of family is fun or not? (give a reason!); (3) What benefits do you get from studying business based on the principle of family? and (4) What problems will be solved by means of joint efforts based on the principle of kinship? (Mention an example of the problem). The results of the questionnaire are shown in Table 3 as follows

**Table 3.** Recapitulation of Students' Answers

Student Initial	Students Answers			
	<b>1. Is it difficult or easy to learn joint business economics based on the principle of kinship?</b>	<b>1. Is learning the economics of joint ventures based on the principle of family fun or not?</b>	<b>1. What benefits do you get from studying business based on the principle of family?</b>	<b>1. What problems will you solve by working together based on the principle of kinship?</b>
Ayl	Easy: Because studying economics is very easy to understand and can also be easily understood	Pleasant: because you can gather with friends, you can exchange opinions, you can share and have fun	Can give opinions with a clear conscience, accept a friend's opinion, and enjoy the results of joint efforts	Helping mother clean the house

Ang	Easy: It was easy to do the task because they were given direction from Mrs. Nike, it was easy for everyone to do it, especially Mrs. Nike was kind	Pleasant: can broaden your horizons in learning economics taught by Mrs. Nike but by joking around	Knowing what is sufficient, healthy and peaceful which is applied in everyday life	Choose a place to go to school in junior high school
Git	Easy: Because each student can have their own answer	Pleasant: The lessons don't just stay in class, so don't be sleepy	Knowing that working in a joint venture based on family has many benefits, saving time, saving energy and costs In class no one fights anymore and on Fridays we cook together with a clear conscience	Doing group assignments, class pickets, and playing together
Bim	Easy: No memorization	Pleasant: can cook and play football	I can know economics and my friends are more polite	When choosing food, cook at home
Can	Easy: Mrs. Nike is patient and kind	Pleasant: lots of singing and playing	make life happy, and perceive fair behavior	Want to choose a tourist spot to visit
Def	Easy: because it is very easy to understand deliberation, reach consensus decisions, implement consensus decisions and enjoy the results of consensus	Pleasant: because you can exchange opinions	The VA class has become more unified, friends have become closer and better	Choosing class president, choosing assignments in community service
Dav	Easy, Homework can be done by yourself, no need for tutoring	Fun: being able to express opinions with friends, there are people disguised as Evan Dimas	It's not cunning/cheating to make suggestions	Elect the class president when you go to grade 6
Dan	It's easy: because you learn together, helping each other	Pleasant: because there are lots of funny ones	Friends can give more politely	Cleaning the house with brother, father and mother
Dar	Easy: The questions are easy to understand and easy to answer	Fun: The fun thing is the reading in the book because the content in the book is funny and very interesting	Get guidance from economics, and when there is a problem, you can solve it with a clear conscience and not fight with each other	Division of mutual cooperation tasks
Elo	Easy: What is taught by joint efforts based on the principle of kinship is feelings such as mutual cooperation, community service	Pleasant: can make suggestions in deliberations, group work, etc	Be smarter	Community Service in the environment
Far	Easy because there is a description	Pleasant: can cook together and play football	Can know economics, can know how to negotiate well	Group work doing homework at school
Fio	Easy: the answer is in the book so if we have difficulty we can look in the book	Pleasant: You can try it together with friends and cook together with friends	Useful because I can have a happy life	Joint deliberation everywhere
Fat	Easy: because I study diligently	Fun: studying economics is very fun	Makes us smart and makes us better children	When fighting with my sister
Fer	Easy: because economics is easy and clear to learn and the questions are also clear	Pleasant: makes the heart happy and does not make the heart sad	We can know how to express opinions	Deliberation for all activities to be completed
Fha	Easy: because studying economics is a joint	Pleasant: can discuss with friends and teachers such as		Class picket, divide tasks fairly and carry



	venture based on the principle of kinship, carried out with friends and based on family feelings.	exchanging opinions, discussions and deliberations such as cooking together	politely and through deliberation and consensus	out each individual's responsibilities
Fah	Easy, because the feeling of independence and deliberation is very easy to learn	Pleasant: During the deliberation, Faris suggested gourami fish but couldn't cook it	Makes the heart happy, there are no quarrels, everyone has a family heart	Lifting class tables and setting up the classroom
Fai	Easy: because it was done in collaboration with friends	Pleasant: because I play a lot	The smarter you can understand joint efforts based on the principle of family	Discussing class pickets
Gia	Easy: because there are no calculations	Pleasant: because Mrs. Nike is patient and kind	We can strengthen ties of brotherhood and make hearts happy	Menu for eating at home and family recreation
Kez	Easy: because what is learned is related to daily activities	Pleasant: because his way of teaching is kind, patient and with different methods	I know more about economics and can reconcile with Elok	Doing homework
Fza	Easy: All the homework answers are in the book, just copy the writing	It's fun: we can cook and discuss things	Can know economics and family feelings	Deliberation to work on group assignments

Based on the recapitulation of the questionnaire, we can see that all students find studying economics based on article 33 of the 1945 Constitution, Joint Enterprises Based on the Principle of Family, easy. Some of the reasons students say it is easy are because (1) Students learn things (concepts and knowledge) that are relevant to their daily lives. For example, the phenomena of deliberation, reaching a consensus decision, community service, working together, are things that usually occur in students' daily lives; (2) In studying joint ventures based on the principle of family, there is no element of competition, so students feel comfortable. Almost all learning activities are always characterized by deliberation (discussion), cooperation (gotong-royong), and a sense of kinship (mutual love, mutual help). All these elements of togetherness make students feel that it is easy/not alone to study economics lessons. Plus there is no element of competition so students don't feel pressured; (3) Easy because every homework (PR) comes from the experiences/feelings of each student; (4) Easy because the teaching materials created by researchers are easy to understand, contain clear and complete material, and can stimulate students to share their experiences; and (5) Easy because researchers are patient and painstaking in guiding students.

Likewise, all students also stated that studying economics based on article 33 of the 1945 Constitution, Joint Enterprises Based on the Principle of Family, was fun. Some of the reasons it is fun for students include: learning activities are not boring, not only in the classroom but also outside the classroom. Apart from that, there are activities such as singing, playing football, cooking, deliberation (exchanging opinions) and so on, all of which are carried out in a family atmosphere. For students, this is their first experience. Students can experience a different learning situation than usual. Learning in a family atmosphere makes the class atmosphere fun, cheerful, joking, but still focused on the material.

Students stated that they benefited from taking economic lessons based on article 33 of the 1945 Constitution: Joint Enterprises based on the principle of kinship. These benefits are mentioned in children's language. The benefits felt by students include: (1) Make students smarter (knowing economics, Article 33 of the 1945 Constitution and Joint Enterprises based on the principle of Family); (2) Know how to conduct deliberations correctly and well (give opinions according to common sense and a clear conscience, willing to accept friends' opinions); (3) Know the meaning/essence of a happy life (enough, healthy and peaceful); (4) Know and experience for yourself the benefits of working in a joint venture based on the principle of family (saving time, saving costs, saving energy, living in harmony); (5) Increase harmony among class V students. (no one is fighting anymore, Keyza and Elok have made up again), and (6) Make students more polite and good children.

Students can also express problems that students will solve with joint efforts based on the principle of kinship. These problems include a) in the family environment: division of group work tasks, pickets cleaning the class, electing class leaders; b) in the family environment: resolving arguments with siblings, cleaning the house, deciding where to go on holiday, determining the cooking menu; and c) in society: community service.

Even though it is in simple language, by looking at the descriptions of the students' questionnaire answers, it can be seen that students can accept the concept of joint ventures based on the principle of family and these values have become part of the students' character. In this way, the process of internalization and doctrination of Indonesian economic literacy (joint business based on the principle of kinship) can be said to be successful [16].

#### 4. DEEP INTERVIEW (FOCUS GROUP INTERVIEW)

Researchers also conducted in-depth interviews with several students. These students include: Faris, Defano, Nizam, Fai, Elok, and Gita. This in-depth interview activity was carried out at the eighth meeting, after the learning was completed. The reference questions in in-depth interview activities include: (1) What do you think so you want to accept opinions from other people (friends)?; (2) What are you thinking about so you want to donate in the form of equipment and cooking ingredients?; (3) What do you think that makes you want to work together and help when cooking?; and (4) What do you think that makes you want to share food when eating together?

From the results of in-depth interviews, it is known as follows:

1. Students are willing to accept friends' input because of a sense of solidarity and more logic.
  - (Niz said: "I would like to accept catfish instead of fried tofu because if you think about it, frying catfish is difficult, ma'am, my friends are also afraid of frying catfish.... usually when I eat catfish, I catch it myself at home, but I don't know the spices, ma'am. The spices made by my mother... frying catfish is difficult and dangerous ma'am, sometimes the catfish sticks in the pan").
  - (Far' expression: "I'm not disappointed ma'am, fried gourami is difficult to cook ma'am, I don't know how either").
  - (Ayl's expression: "because I feel sorry for your son, ma'am, he said he wanted something fresh, with sauce").
2. Students want to make a contribution because of the smoothness and success of the cooking event together, love of cooking, a sense of solidarity and a form of responsibility.
  - (Fai's expression: "So that the cooking is successful, ma'am").
  - (Ayl's expression: "I like cooking with friends").
  - (Elo's expression: "because I also enjoy being able to cook with my friends, ma'am").
  - (Def's expression: "If you don't bring equipment, I'm sorry for the other friends, ma'am, we already agreed, then I'll be thought to be irresponsible... the leader of the Iced Tea group... bring 2 packs of ice cubes, tea bags and a pot for brewing tea." .").
3. Willing to work together and help when cooking because of the feeling of family and time efficiency.
  - (Git's expression: "Because of the feeling of family, Ma'am... We love each other and love each other... If we don't help each other, it will take a long time to finish, Ma'am").
  - (Niz's expression: "Just like Git Ma'am, the feeling of family, it's a pity if you don't get help...I helped Ren, my group had finished, then I helped Reno organize the library room.
4. The reason students want to share food when eating together is because of the feeling of family.
  - (Elo's expression: "No ma'am, Fatikha and Cantika ate quite a bit, yesterday I told them to eat more but they didn't want to, they said they were full").
  - (Far' expression: "I also added more hehehehe").
  - (Niz's expression: "It's meant to be eaten together, so it's okay to spend it together. It's okay for Bim and Ren to spend it together").

(Def's expression: "Yesterday we finished 3 glasses of Reno Ice Tea, ma'am. Poor ma'am, she said she was very thirsty after lifting her chair in class and then she moved to the library.").

#### 5. RESULTS OF STUDENT WORK PORTFOLIOS

The portfolio displayed here is the result of a student's essay about their experiences when carrying out a cooking project together. The researcher did not provide any intervention regarding the essay assignment (portfolio). Students work on their own through homework assignments. Students are asked to tell what happened and what made an impression on them during the cooking activity together. In students' essays, there is still a lack of punctuation marks, such as periods and commas, paragraphs, and incomplete letters. However, the researcher is sure that every reader can grasp the meaning/content of the student's essay. The researcher did not change the language style or any shortcomings in the students' essays at all. All these flaws show the authenticity and innocence of children.

Through this student's essay, it can be seen that the student has accepted the values taught in. The values of Joint Business based on the principle of kinship include: 1) honest, 2) fair, 3) humility, 4) willing to be directed, 5) working together, 6) patient, 7) not vindictive, 8) responsible, 9) self-control, 10) loving others, 11) caring, 12) sincere, 13) willing to sacrifice, 14) willing to share, 15) independent, and so on. All these values have been described in full in table 2.2 page 16, values in article 33 of the 1945 Constitution.

The research results of this development product are the embodiment of Indonesia's economic ideology as stated in Article 33 of the 1945 Constitution, namely Joint Enterprises based on the principle of kinship [17]. Joint ventures based on the principle of kinship contain the values of cooperation and family feelings which are the noble values of the original culture of the Indonesian nation. With the target of this development product being elementary school age students, researchers consider it very important to instill Indonesian economic ideology from an early age so that students from an early age know, recognize and have the character of the values of Indonesian economic ideology in their lives. By introducing, teaching and educating Indonesian economic ideology from an early age, it is hoped that Indonesian economic values will be attached throughout life. In the end, students who have the correct economic attitudes and behavior (according to the Indonesian economic ideology: Joint Enterprise based on kinship), will produce effective and efficient citizens for the development and sustainability of the Indonesian Nation.

The results of the reflection show that economic learning development products based on Article 33 of the 1945 Constitution can effectively indoctrinate and internalize elementary school students in the economic ideology of the Indonesian nation, Article 33 of the 1945 Constitution, Joint Enterprises based on the principle of kinship. Strengths or advantages in developing learning based on Article 33 of the 1945 Constitution include: the curriculum is explained and mapped in detail, systematically and comprehensively, using authentic learning approaches and methods sourced from Indonesian culture, such as: lesehan, meeting, cooking, community service, mutual cooperation, and so on. Apart from that, producing teaching materials that are very contextual and easy to understand, supported by using approaches and learning methods of local wisdom of the Indonesian people, will linearly produce contextual teaching materials. It is said to be contextual because teaching materials contain phenomena in people's daily lives. Another advantage in developing this learning is that it always actively involves students in learning. The process of internalizing the concepts of kinship and joint efforts requires students to actively build their understanding. All learning activities, from apperception, core, reflection, to closing, always involve questions and answers with students [18]. The Indonesian people have a unique understanding of prosperity. Prosperity is not only in the form of physical / material / material things, but prosperity is the sufficiency of physical needs and spiritual needs, because the ancestors of the Indonesian people believed there was life after death. Therefore, the Indonesian people have their own mechanism to obtain prosperity which always prioritizes harmony. Harmony between humans and their creator, humans with fellow humans and humans with nature. Since children should be given a true understanding of the economy, according to the identity of the Indonesian nation, and must be continuously repeated so that it becomes a character in their life.

Apart from strengths, of course there are also weaknesses. The weaknesses in developing economic learning based on article number 33 of the 1945 Constitution at the elementary school level include the development of learning which requires teachers to have a deep understanding of the characteristics of the Indonesian economy and the differences between Indonesian economic ideology and other economic ideologies, the implementation of economic learning based on article number 33 of the 1945 Constitution. requires a long time because almost all of the learning is colored by practical activities and projects. In order to understand the meaning of Joint Effort and feelings of Family, students must be directly involved in practical activities and projects, assessments are more in the Affective than Cognitive domain.

In this research, researchers have limited development in research, namely, the internalization of the economic ideology taught is Article number 33 of the 1945 Constitution, namely economic values in Joint Enterprises based on the principle of kinship. Apart from that, economic learning based on Article 33 of the 1945 Constitution which was developed is aimed at elementary school students, fifth grade who are taking social studies subjects, economic learning based on Article number 33 of the 1945 Constitution which was developed is carried out outside the thematic K-13 curriculum and also the test subjects were 21 students, without considering the students' cognitive abilities [19-20].

Based on the results of the research, suggestions for teachers, lecturers, practitioners and education observers for curriculum development and the development of economic learning based on article number 33 of the 1945 Constitution can become: material for consideration, study material, reference material for models/examples of economic learning that teach/instill/economic literacy Indonesian economic ideology, using approaches and methods that refer to the culture/local wisdom of everyday Indonesian society, contextual, according to what

students face and experience every day, problem solving problems faced by students today, and producing effective and efficient Indonesian citizens, who have economic behavior in accordance with Indonesia's economic views or ideology [21-22].

Apart from that, it is necessary to develop curriculum, learning tools and teaching materials/modules to improve the quality of learning. For example, the depth and breadth of SK and KD, simplifying the presentation of material, making the pictures in the book more innovative, interesting and so on. There is a need for dissemination of this learning development. The dissemination of ideas and ideas for developing economic learning based on article number 33 of the 1945 Constitution as the economic ideology of the Indonesian nation is currently an urgency. So that more and more elementary schools and students can feel the benefits of implementing economic learning based on article number 33 of the 1945 Constitution [23-24].

#### IV. CONCLUSION

This research found that curriculum development was described and mapped in detail, systematically and comprehensively. In the curriculum assessment there is a detailed explanation of each assessment in both the cognitive and affective domains. It is explained systematically, starting from the lowest realm to the highest realm. Likewise, with indicators, derived in detail from each Basic Competency with detailed, systematic and comprehensive explanations, it makes it easier to implement the curriculum in learning activities.

The approach and learning methods used in this development are authentic learning methods originating from Indonesian culture, such as: gathering together in traditional way called *lesehan*, meeting, cooking, community service, mutual cooperation, etc. Researchers have an assumption that if the learning taught is based on Indonesian economic ideology, then the learning approaches and methods used must also be sourced from Indonesian culture, rather than approaches or learning methods originating from outside (foreign cultures).

The use of learning approaches and methods that refer to Indonesian culture is seen by researchers as a breakthrough. The reason is that so far this idea has been overlooked and not taken into account. So far there has been no real breakthrough using learning approaches and methods sourced from the local culture/wisdom of the Indonesian people in teaching and learning activities. In fact, the local cultural wisdom of the Indonesian nation contains deep philosophical values which also support and strengthen the process of cultivating and appreciating the Indonesian economic ideology (Joint Enterprises based on the principle of Family).

This research also found that students can easily understand because the knowledge students learn in class is the same as events experienced by students outside the classroom. Apart from that, the use of clear, simple language appropriate to the age of elementary school students means that the teaching materials in developing this learning can be easily understood by students. Students can easily learn to understand and carry out each task, without having to do additional learning. In the end, learning activities stimulate students to always actively build understanding (constructivist) and actively involve students as the center of learning (Student Centered).

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#### Author Contributions

ER developed the theoretical, performed the experiment and performed the analysis of the result. ET, AS, & HW contributed to the final version of the manuscript and supervised the research project. All authors contributed to writing and revising of the manuscript.

#### Conflict of Interests

The authors declare no conflict of interest.

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