ECONOMIC EDUCATION ON THE PUGER BEACH
FISHERMAN FAMILY

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Abstract. Education initially starts from within the family. Therefore, families have very important and strategic roles and responsibilities in the process of children’s Education. The problems studied in this study include 1) economic Education provided by parents in providing the basis for children’s knowledge, and 2) economic Education in the family is the most basic forum in shaping the pattern of attitudes, behavior, and values instilled by parents. Moreover, in children is the basis for the development of subsequent child behavior. The method used in this research is a qualitative research method with a phenomenological approach. Research subjects were selected by purposive sampling and snowball sampling. For the validity of the findings to be declared credible, the authors carried out an extension of observations and triangulation consisting of triangulation of sources and triangulation of techniques. The results of this study answer the research problem, where economic Education for the families of fishermen from the Puger coast can be carried out through several educational processes through verbal explanations, exemplary, relevant behavioral demands, and discussions of relevant cases.

Keywords: Family, Economic, Education, Fishermen

Introduction
The fundamentals of Education start from the family (Voinea & Sitoiu, 2021). Families play an important role in children's education, continuing to Education format or School. The parents guide parents to support their children's learning and play at home. This is in line with the statement by Dong et al. (2020) society and families believe and invests in it at an increasingly young age. In the family, humans learn how to interact with others, speak words, express opinions, express desires and feelings, behave, behave, and adhere to certain values as principles in their lives. In essence, the family is the basis of education for every human being.
Parents have an important role in providing education for children in the family. Parental involvement in children's education has a positive impact on children. It has been demonstrated that in varied family situations, children acquire a diversity of experiences by participating in various activities and are constantly exposed to various influences and expectations from the individuals with whom they cohabit (Ceka & Murati, 2016).
Further development of children achieves success when they grow up and join the society. Therefore, the family is the formation of the attitude or personality of every child, especially those who still need parental guidance and responsibility, especially those who still need parental guidance and responsibility. Supporting parents tackle the enormous issue of empowering their children online in various circumstances (Aksu et al., 2010). Children grow and develop in the care of their parents, adapt to the environment, and know the world around them, so they easily understand the patterns of social life that apply in their environment. Growing up to be virtuous human beings, children easily reach certain stages that lead them to become successful people.

In interacting with children, parents inadvertently or unconsciously take a certain attitude. Children see and accept the attitude of their parents and pay attention to a reaction in their habitual behavior so that it eventually becomes a personality pattern. Each parent has their parenting style in directing the behavior of their children. This is greatly influenced by parents' educational background, livelihoods, socio-economic conditions, customs, and so on. This pattern of Education has a very strong impact on their children. The pattern of children's education in the family environment is largely determined by the quality and readiness of the family itself to carry out tasks, especially through educational roles. Therefore, the quality of education is fundamental to all upgrading in the quality field (Salafuddin et al., 2020).

Families have very important and strategic roles and responsibilities in the process of children's education. The duties and responsibilities of the family in children's Education include various things, both those relating to children inside and outside the home, whether the child is a child until the child has reached adulthood. These roles and responsibilities include physical, spiritual Education, moral and intellectual development, strengthening children's spirituality (Mahmud, dkk., 2013).

The fishing community is identical with a consumptive lifestyle, where when a lot of income is not saved to prepare for the famine but is used to buy secondary needs according to their wishes. This review of consumer behavior is influenced by internal factors, including motivation, attitude to life, income, while external factors are influenced by the socio-economic environment, family size, culture, education level, and price.

In addition, the understanding of consumption can be seen from consumer behavior in buying influenced by several factors, among others; cultural, social, personal, and psychological factors. Personal factors include age and cycle stages, occupation, economic circumstances, lifestyle, beliefs, and attitudes. Lifestyle is defined as the pattern in which people live and spend their time and money (Engel et al., 1994; Kotler, 2002; Setiadi, 2008).

Consumption behavior that occurs among fishermen's children is influenced by economic Education in the family. Families through habituation, example and explanation will form a mindset. With a good mindset, it will form a pattern of attitudes and action patterns that are manifested in behavior (Siswoyo, 2005). Economic Education provided by parents provides the basis for children's knowledge. Parents have a duty as educators, as a place for one's earliest learning
so that economic Education in the family is the most basic forum in forming good attitudes and values starting from the smallest economic activities. Patterns of attitudes, behavior, and values that are instilled by parents in children are the basis for the subsequent development of children's behavior.

**Literature review**

**Family Education Concept**

The concept of family education consists of the definition of Education and family. The definition of Education in the Roman language is educated, which means removing something inside. In English, Education means bringing out what is within. In English, Education is termed to educate, which improves morals and trains intellectually (Suwarno, 2009). Meanwhile, according to Padil and Suprayitno (2007), the notion of family is a group of two people or more people residing together who are related by blood, marriage, or adoption.

Unlike school education which is systematically programmed, family education is usually not programmed, and its measurement of success is not easy to do. However, the effectiveness of Education in the family will be felt by children after they enter adulthood, and other parties can judge it from the behavior of the child concerned (Wahyono, 2001).

Mayasari (2018) family education is the formation of a child's personality through the provision of learning carried out by his parents through the habits they usually see in their parents. Thus, the reflection of a child is part of the Education given in his family. Furthermore, Djamarah (2014) family education is Education that takes place in the family carried out by parents as their duties and responsibilities in educating children in the family or the process of transforming behavior and attitudes in the smallest social group or unit in society.

Based on the above definition, it can be concluded that family economic education is an effort carried out jointly by family members, especially parents in realizing a family that fulfills spiritual and material needs, through inculcating religious values, socio-cultural, enough affection, fulfilled Education, economy, and care for the environment.

**Family Economics Education Concept**

The process of economic Education in the family environment is usually not programmed and scheduled so that it can occur at any time and maybe incidental. In this process, parents' role models, daily attitudes, and the intensity of communication between children and parents in family life become important points for economic education. In addition, everyday economic life cannot be separated from money problems; financial Education in the family focuses on understanding the value of money and the attitude and behavior of children to regulate the use of money according to rational economic principles (Wahyono, 2001).

In addition, the role and function of the family are closely related to the socialization of children as consumers. Socialization is given to children as consumers is defined as a process in which a child acquires knowledge, skills, and
attitudes relevant to his function as a consumer in the market. The socialization process is also defined as how a child acquires knowledge about goods and services as well as knowledge of consumption, information seeking, and skills to bargain for goods and services (Schiffman & Kanuk, 2008).

Kuchkarov (2021) states that parents are the first educators of their children. They have a great influence on forming a child's character and general development. The child feels that his parents are the best and can do anything. The younger the child, the more he will follow the behavior of adults. Therefore, when parents bring up their children, they are influenced by the following methods of upbringing: 1) verbal education (explanation, story, conversation, question-answer, example, example); 2) an ensuring the employment of financially, that is, educators, including the involvement of influencers in the arts, sports, music circles, aimed at increasing their intellectual potential; 3) encouragement and punishment. Through these methods, the pupil's system of consciousness, will, emotions, and attitudes is affected. In particular, nothing influences the hard-heartedness of children as much as an example, and there is nothing deeper and stronger in all the examples than the example of the parents. The younger the child, the more he will follow the behavior of adults. Therefore, when parents raise their children, they are influenced by the following parenting methods: 1) verbal Education (explanations, stories, conversations, questions and answers, examples, examples); 2) ensure the use of financial, i.e., educators, including the involvement of influencers in arts, sports, music circles, aimed at increasing their intellectual potential; 3) encouragement and punishment.

Furthermore, Mayasari (2019) stated that family economic education is economic Education carried out within the family itself. Family members provide economic lessons to their children about the economy from when they wake up until they go back to sleep to carry out effective and efficient economic activities to meet the intensity of family needs. Parents mainly give economic Education to the family. As a result of parenting, the child learns the following tasks in the family: 1) Helping parents in household chores, the market; 2) Respect for money, namely the wages that parents get, the clothes they buy; do not waste food, save; 3) work, enjoy work. That's when they started to come up with simple ideas. It is important to note that young children naturally adapt to the family's going on. Thus, well-directed parenting from an early age has a great impact on the child's comprehensive development in the future.

Economic Literacy through Education

Economic literacy through informal Education can be obtained through habituation, example, and explanations from parents as the main and first Education for children (Risnawati et al., 2018). Likewise, understanding the economic literacy of consumption in adolescents can be obtained through habituation, example, and explanations parents give as informal educators in the family environment (Nurjanah et al., 2019).

The intensity of economic Education in the family according to Wahyono (2001), namely:
1. Exemplary, namely the economic education process provided by parents to children through giving real examples in daily economic activities. The indicators to measure it are:
   a. giving real examples in productive activities that are effective and
   b. providing real examples in efficient consumptive activities.
2. Verbal explanation, namely the process of economic Education given by parents to children through providing answers about economic problems in everyday life. The indicators to measure it consists of:
   a. frequency of giving explanations about productive activities and accuracy in the use of money and other resources
   b. strategies in giving answers to children
   c. the variance of the topics described.
3. Relevant behavioral demands, namely the economic Education provided by parents to their children through habituation of economic behavior in everyday life. The indicators to measure it are:
   a. habituation to use the time for productive activities
   b. coaching for diligent saving
   c. training for frugality,
   d. habituation to manage finances in meeting needs
   e. habituation to be selective in purchasing goods and services
4. Discussion of relevant cases is a process of economic Education given by parents to their children through dialogue on economic issues. The indicators to measure it consists of:
   a. Frequency of discussion of cases related to economic problems,
   b. perception of children's opinions and statements in discussions,
   c. variety of topics discussed.

**Methodology**

This study uses a qualitative approach to the type of phenomenology. Research subjects were selected by purposive sampling and snowball sampling. The method used to collect data is the method of observation, in-depth interviews, and documentation. After all the data is collected, data reduction, presentation, and conclusion are drawn as steps to analyze the data. For the validity of the findings to be declared credible, the authors carried out an extension of observations and triangulation consisting of triangulation of sources and techniques. Meanwhile, according to Sugiyono (2020), the purpose of triangulation is not to seek the truth about some phenomena but rather to increase the researcher's understanding of what has been found.

**Results and Discussion**

Economic Education in the family can form a pattern of attitudes, behavior, and values in carrying out rational economic actions. This research is related to economic Education carried out by the Puger fishermen's families. Findings have been obtained based on in-depth interviews conducted by researchers with parents, especially housewives who do a lot of activities at home. The results of the interview with Mrs. Rohmah:
“I always advise your children from a young age to be frugal. If you have more money, save it. Remember that parents’ incomes are uncertain, so if you need anything suddenly, you can take your savings (Rohmah, 40 years old).”

Mrs. Katiyem also conveyed the same thing as follows:
"If you have extra money saved, don’t waste it. If you buy goods, choose what you need. If it's not important, don't buy it. Don’t buy things, don’t be expensive, the function is already obtained (Katiyem, 42 years old).”

From the results of interviews, the process of economic education given by parents to children through verbal explanations about economic problems in everyday life. The verbal explanations are as follows: a) Advising to save children; b) Provide advice for children to save; c) Provide advice so that children spend as much as needed; d) Provide advice so that children spend enough according to their function, and e) Provide an explanation of the economic condition of the parents.

Further results of the interview with Siti Mufaridah's mother are as follows:
“I teach the children to sell packaged rice, invite them to go shopping together, so they know how to shop frugally. For boys, they are taught to work at sea so that they have an income (Siti M, 55 years old)”

Mrs. Siti Nafisah also conveyed the same thing:
“I have taught my children to manage finances from a young age, choosing which goods are more important. Besides that, I also teach entrepreneurship, but I help with the initial capital (Siti Nafisah, 60 years old)

The results of the interviews indicated that the process of economic Education provided by parents to their children through providing real examples (exemplary) in daily economic activities, as stated above, include a) giving examples of children managing finances; b) Give examples of frugal shopping; c) give an example of prioritizing needs; d) set an example of how to survive; 4) Teach children to sell packaged rice; 5) teach boys to sea; 6) teach girls to sell fishing products; 7) Teach children to make cakes and dishes and then sell them; 8) Teach children to be entrepreneurs, and 9) provide children with capital to sell.

Furthermore, other research findings obtained from interviews with Mrs. Wita are as follows:
“I oblige the children to save from the remaining pocket money and always to save because it is important for their future. We don't know whether we will have a lot of luck or not in the future. His father's income is uncertain (Wita, 35 years old).”

Fatmawati conveyed the same thing:
“I teach my children after school. I have free time. I invite them to sell at the market. Ms. I also get used to the children managing money to buy their needs Fatmawati, 36th.”

From the interview above, it can be indicated that the process of economic Education provided by parents to their children is through habituation to behave (relevant behavioral demands) economically in everyday life, including a) habituation to use the time to make something that can be sold; b) habituation to
diligently save; c) retaliation for frugality; d) habituation to manage finances in meeting needs; and e) habituation to be selective in purchasing goods and services. Habituation, example, and explanation will form patterns of attitudes and actions as a form of behavior in terms of consumption. (Siswoyo, 2005).

Other findings from interviews conducted with Rohmah's mother (40 years old) are as follows:

“In our free time, my children and I gather to discuss daily activities. I often ask the children about what the pocket money given is used for, so I know that if it is used for positive things such as saving, sometimes I add the pocket money so that the children are excited to save (Rohmah, 40 years old).”

Fatmawati conveyed the same thing:

“I teach the children to sell and have discussions on allocating capital to sell and the materials needed to sell (Fatmawati, 36 years old)

The interview stated that the process of economic Education provided by parents to their children was through dialogue on economic issues, such as discussing the allocation of pocket money; discuss the capital allocation and material requirements for the product. For children to be good at managing finances, several things can be taught to children (Lermitte, 2004), namely: (1) pocket money management, (2) regular saving habits, (3) being good consumers, (4) how to make buying decisions wise, (5) comparing price and quality and (6) developing entrepreneurial spirit.

**Conclusion**

Parents have an important role in providing education and the economy of family members. Where the research findings state that the process of economic Education in the Puger beach fishing families can be reached through 1) the process of economic Education given by parents to children through verbal explanations about economic problems in everyday life; 2) the process of economic Education given by parents to their children through giving real examples) in daily economic activities; 3) the economic Education provided by parents to their children through habituation to behave (relevant behavioral demands) economically in everyday life; and 4) economic education that parents provide to their children through dialogue on economic issues.

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