

CHAPTER I

INTRODUCTION

1.1 Context of The Study

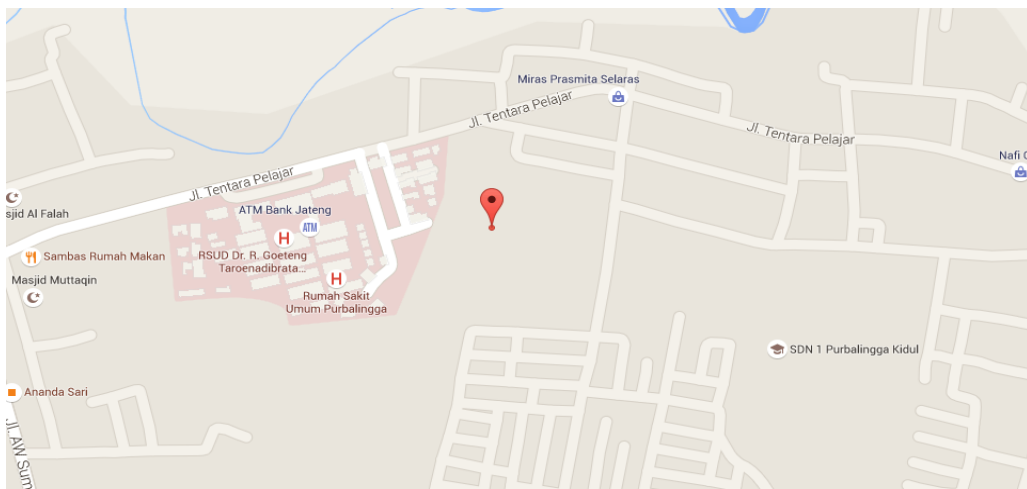
1.1.1 Profile of “SEKOLAH HIJAU” *Sekolah Pendidikan Anak Usia Dini* (Kindergarten) Islam Terpadu Bina Putra Mulia Purbalingga

1.1.1.1 Company history and brief introduction

Islamic integrated kindergarten Bina Putra Mulia Purbalingga offers education in, kindergarten level. The initiatives has been taken through the realization of having less environmental and traditional values been taught to children. The organization is also driven by the fact that according to Daniel Goleman, toddlers aged 1-6 are in a very crucial stage in character development. Thus, the school is created to take an initiative for developing a character that is responsive and caring to the environment. This school is situated in Arjuna III Street, Rt.07/ Rw.01, Kelurahan Wirasana, Kecamatan Purbalingga, Purbalingga Regency – Central Java (“Konsep sekolah”, Company internal data, 2015).

The School location can be shown in the figure 1.1 below which taken the coordinates of 7°22'43"S 109°21'49"E (Dwi Gandik, Interview, 17th June, 2015):

Figure 1.1
Location of Sekolah Hijau Sekolah PAUD (TB, TK,TPA) Islam Terpadu Bina
Putra Mulia Purbalingga



Source: Google Maps (June 17th 2015)

The company's milestone is described as follows in chronological order from the very start of the foundation:

Table 1.1

Company Milestone

Year	Milestones
1997	Started with religious gathering by Ustadz Aris Widiarso, Ustadz Karsono and dr Gunarso (Bina Putra Mulia Foundation Profile, 2014).
1998	Started to create educational institution named TKIT Bina Putra Mulia (Islamic Integrated Kindergarten), the activity had taken rolling system between houses of the owners as its teaching facility (Bina Putra Mulia Foundation Profile, 2014).
2000	Under Sambas family aid who offered wakaf land for Islamic activity, the kindergarten started to have a permanent place to stay (Bina Putra Mulia Foundation Profile, 2014).
2004	The foundation started to create the playgroup program (Bina Putra Mulia Foundation Profile, 2014).
2011	The foundation started to create a daycare as an informal educational institution. Both playgroup and daycare were then started to be placed at the same facility in a rented space within Kembaran Kulon (Belik Kembar) sub-district (Bina Putra Mulia Foundation Profile, 2014).
2012	All three institution (Kindergarten, Playgroup and Daycare) started to be situated in Wirasana sub-district, Purbalingga district, Purbalingga Regency with 5.000 m2 wide of land (Bina Putra Mulia Foundation Profile, 2014).
2015	Won the first prize for the Healthy School competition in Purbalingga Regency in June 2015 (Dwi Gandik Interview, 8 th July, 2015).

One of the founder of the school, Dwi Gandik, has inspired by his proofreads in articles regarding environmental issues also with past childhood experience and when he was a member of campus outdoor enthusiasts along with his mentor. He is in touch with the environment since childhood, he loves gardening, and hiking to mountains. Through reading for articles in internet and past childhood experience has led him into a conclusion that nowadays the environment has been overexploited, thus he initiated with an idea to educate children of environmental education in order to have future generation that cares about the environment. He also had attended several seminars regarding education for environmental sustainability and one of them was from the Green School Bali (Dwi Gandik, Interview, 28th April, 2015).

1.1.1.2 School green concept

1.1.1.2.1 Current Implementation of the concept and market response

The School is still referring to the standard from the Ministry of Kindergarten Education for the curricula. In terms of infrastructure the school is conventionally have covered its basic needs for classes, playground. However, they also added Islamic values and education infused to the teaching and added environmental sustainability concept for the first time in 2012 (Dwi Gandik Interview, 2015). Below is the last 5 years growth of the student illustrated in a table.

Table 1.2

Student growth 2012 - 2015

No	Year	2012/2013	2013/2014	2014/2015
1.	Male student	78	96	102
2.	Female student	72	95	106
3.	Total	150	201	208

Source: Healthy School Profile of TKIT Bina Putra Mulia Purbalingga. Company internal data, 2015

Although the school realizes the green and sustainable concept is still undergoing from all their designated targets for the supporting planned infrastructures. The School has been gradually implementing green concept since 2012 and currently have temporary warehouse to store used goods which later to be sold and later they will build permanent warehouse. Currently the school have garden, warehouse and composter site. The school not only use them as teaching medium, they also treat them as a facility to gain extra income, to recycle waste and to cut operational cost such as food consumption and maintenance for the facilities, especially garden as well. (Dwi Gandik Interview, 2015)

The composter site is where the organic manure is processed which later would be used to fertilize the garden in front of the school. The processed organic materials were taken from the school's own organic wastes and food leftovers (Dwi Gandik Interview. 2015).

Figure 1.2: Composter site



Source: Dwi Gandik Documentation. 2015

The garden is often used as teaching medium whenever the thematic teaching is suitable. It is also often used as an outdoor playground for the children. The school also involves the children in harvesting and planting activities within the garden (Dwi Gandik Interview. 2015).

Figure 1.3 School Garden



Source: Dwi Gandik Documentation. 2015.

Figure 1.4

Children activities involving plantation



Source: “Konsep sekolah”, Company internal data, 2015

The warehouse for the used goods later would store anorganic wastes and used goods from the office and the kindergarten. The school later would sell to the parties interested and exchange them for money instead of keeping them which is space consuming and creates a non-conducive environment. The money later would be allocated to school savings (Dwi Gandik interview. 2015).

Figure 1.5 Warehouse



Source: Dwi Gandik Documentation. 2015

The neighboring Paddy field is often used as well to facilitate children with green thematic learning although the field have different owner which the school has been collaborating with. Food concept for the school is focusing on introducing traditional cuisines and environmentally friendly foods instead of fast-food and using less plastic bag and goods for servings. School also separated rubbish bins inside the school perimeter accordingly to integrate 2 different kind of wastes (organic and inorganic) which later would be processed and those acts as educational medium and activity for the children as well. The School also has been doing their activities in making toys from organic materials such as banana and cassava trees for instance (Dwi Gandik Interview, 2015).

1.1.1.2.2 Further planned concept

The school documented the ideas and plan in their green concept under the recent document for their architecture design of the school tries to emphasize green concept. The school has been in an attempt to plant trees to cover up the area in the coming 5 to 10 years. The tree that has been planted were fruits and edible roots (purple mangosten, rambutan, mango, cassava, papaya), natural medicine (ginger, lavender, betel), vegetables (water spinach, cucumber, tomatoes) (“Konsep sekolah”, Company internal data, 2015).

Also the school has a plan for constructing fish pond, cattle barn and bird cages. Biopores are spread across the school area for better drainage system. A recycling facilities for wastes is also situated inside the school perimeter to integrate 2 different kind of wastes (organic and inorganic) which later would be processed and it acts as educational medium and activity for the children too (“Konsep sekolah”, Company internal data, 2015).

The school minimalizes electricity usage from PLN (Indonesia’s Electricity Company) by having other source of natural energy such as sun, even planned to use solar cells, and also wind power generator (“Konsep sekolah”, Company internal data, 2015).

Food concept for the school is focusing on introducing traditional cuisines and environmentally friendly foods instead of fast-food and using less plastic bag and goods for servings (“Konsep sekolah”, Company internal data, 2015).

Outdoor playground is mostly made from reusable goods such as swings from tire, stilts, and toys that were made from banana leaves, cassava trees, orange peels, and many more along with various traditional games that will be introduced and educated to the children (“Konsep sekolah”, Company internal data, 2015).

Figure 1.6
School Banner within the school perimeter



Source: Dwi Gandik Documentation, 2015

1.1.1.3 Vision & Mission

Vision

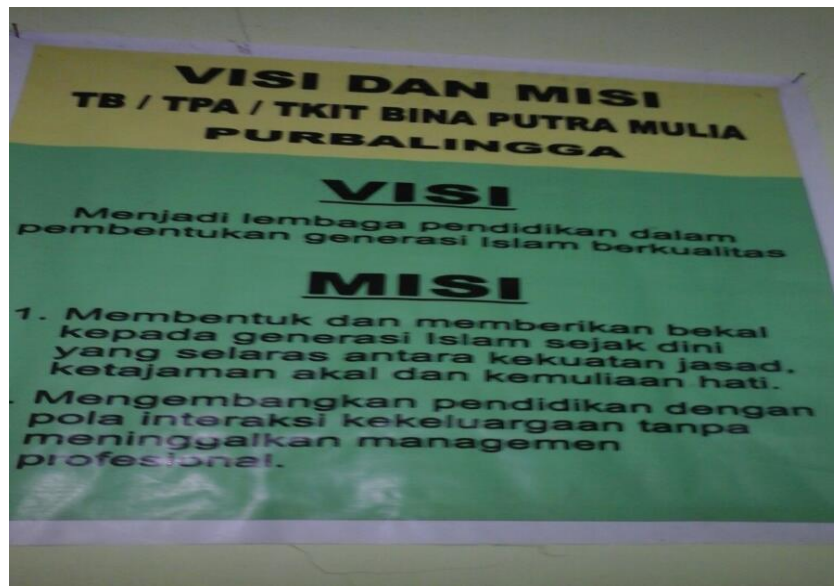
To become an educational institution that develop qualified Islamic generation.

Mission

1. Empower islamic generation since the early stage with physical well being, intelligence and nobility.
2. To develop kinship-based interaction pattern without leaving professionalism.

The Bahasa Indonesia Vision and Mission Statement can be seen in the figure below which documented by Dwi Gandik himself from an interview in April 16th (2015)

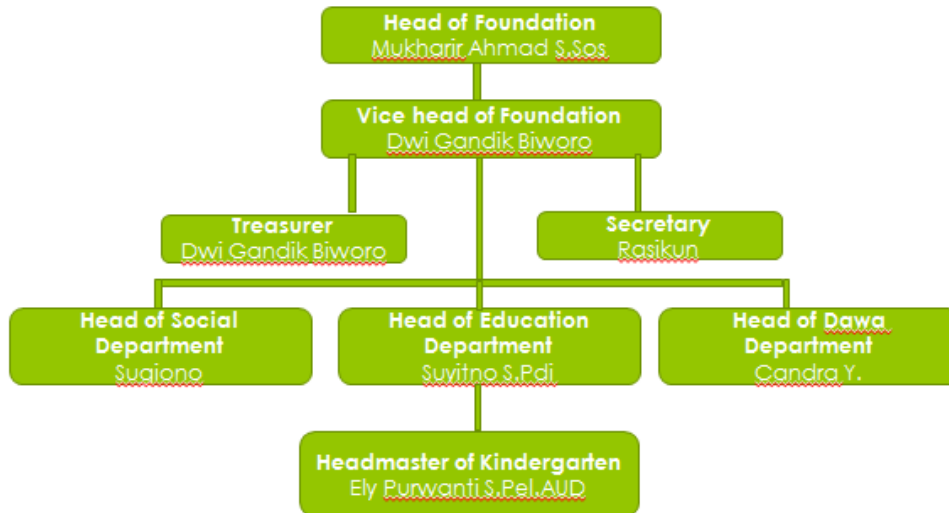
Figure 1.4
Vision and Mission Statement



Source: Dwi Gandhik Documentation, 2015

1.1.1.4 Organizational Structure

Figure 1.7
Organizational Structure



Source: Dwi Gandik Illustration and interview, 2015

According to the interview and illustration given by Dwi Gandik (2015) the above diagram explains the structure of the foundation along with the kindergarten. Below are the breakdowns of each of the role of departments:

i. Head of Foundation

Manages all the members and functions in general as well as supervising them. The role is also to direct the foundation vision and mission and strategic planning for the future and keeping the organization in line with the goals.

ii. Vice Head of Foundation

Act as the day-to-day supervisor for the organization and the business. The person in charge also helps the function of the Head of the foundation in the strategic planning.

iii. Treasurer

Responsible for handling financial management and keeping the accounting records within the organization financial activities

iv. Secretary

Responsible for administrative issues regarding activities in the school and the foundation in general

v. Head of Social Department

The role is to supervise the Social Responsibility body function and activities of the company in which the activities involving people outside the school and the organization themselves. Have the most activities in touch with surrounding community. For example: visits schools in the villages and donate books, subsidized poor children to school

vi. Head of Education Department

Acted as a focused supervisor on the education aspects in the business both Kindergarten and Daycare & Playgroup

vii. Head of Dawa Department

Responsible in Taking care of all activities in the organization that has an element of Islamic Dawa of spreading Islamic messages and values

viii. Headmaster of Kindergarten

Acted as the chairman of the Kindergarten institution, in charge of the activities referring to curricula standards and it development and academic system, and also supervises teachers.

1.1.5 Financial Aspects

The Foundation took no profits in the business since the school itself claim to be more of social oriented. However, the School still asks the parents as their costumer to pay school fees in order to cover operational expenses to run the school as well as giving payment of salaries to people that are involved in the business process. Since families came from various financial backgrounds ranging from sufficient economic condition to afford the education to difficult economic condition, Thus, the school allows certain types and procedures of payments whether it is going to be cash or in credit of separated payments in a certain period of time for parents that have specific financial condition (Dwi Gandik Interview. 2015).

The following table 1.1 shows the disclosure of annual revenue from the kindergarten from the foundation financial report from the end of 2011 to the end of 2014. The operating cost from 2011 amounted IDR 5,000,000 had decreased after in 2012 to IDR 2,000,000 after the kindergarten applied green values in the teaching for the first time in 2012 (company internal data. 2015).

Table 1.1
Annual Revenue from 2011 to 2014 in Indonesian Rupiah

Year	Revenue
2011	159,550,000
2012	189,650,000
2013	192,150,000
2014	290,935,000

Source: Company Internal Data, 2015

1.1.1.6 Background of Study

As awareness for continuing degradation of the natural environment grows, it pushed business to adopt environmentally friendly business practices (Gan & Chia, 2014). Ecopreneurship is seen as a new emerging and newly developing practice in responding to environmental sustainability problem in terms of both academic study and practical implementation (Suprehatin, 2011:134).

According to Pastakia (1998) ecopreneurship even could be divided according to its orientation in to two segmentations. Those are as listed in below:

1. Social Ecopreneurs: The practitioner focuses in promoting ideas, method, products and technology that is environmentally friendly through the market or non-market as their target.

2. Commercial Ecopreneur: Using green concept and eco-friendliness as a way to maximize profit which has its place in the market as they have foreseen.

We also live with growing awareness of the complexities of sustainability and the challenges presented by our present patterns of life. Although ecological and

humanitarian problems persist, opportunities for creative response continually emerge in line with our increasing understanding of these dynamics. Since, the 2002 Johannesburg Summit, the special role of our education systems in facilitating, envisioning, and leading change towards sustainability has been the focus of renewed attention (Ryan, et al. 2010).

Kinsella in Djoehaeni (2014) stated that in the today's society tend to be more anxious towards environmental and sustainability issues such as global warming and climate change and future habitat for the future generations. As parents and caretakers are often worries about the future of their children, and more of us aware for the need of contribution for solutions to tackle the environmental sustainability issues instead of worsening it. Kinsella in Djoehaeni (2014) also stated that within home and the surrounding society is where parents would raise their children. So, it is imminent that parents need to keep their home safe and healthy for the children to grow and learn. Children also learn from their family, caretakers and their social environment. So through daily interaction we can start to introduce children to learn how to keep the environment sustainable.

Also in a world where it is increasingly challenging to get students interested in classroom lessons, Environmental-based education offers an enriching way for both students and teachers to connect their appreciation of the natural world to academics (Archie, M. 2003).

Moreover in the 2005 UNESCO has held their conference in Japan on discussing the term of Education for Sustainable Development (ESD) which refers to the educational processes by which people develop their capacities to achieve human development, i.e. economic growth, social development, and environmental protection, in an inclusive, equitable and secure manner (UNESCO. 2005). McKeown (2010) stated as well that ESD is the term most used intentionally and by the United Nations concerning sustainable development education.

Even the recent UNESCO Conference in 2014 discussing the same topic had expressed that one of the key roles for ESD in the drive towards sustainable development is including enabling people to mitigate and adapt to new social and environmental conditions such as climate change; strengthen social justice, peace and security; and prevent further degradation of social-ecological systems and societal structures (Lotz-Sisitka. 2014).

Noting the emergence of environmental issues and challenges that we are facing which led in infusing the education sector with sustainability development education through school to tackle generational issue (Djoehaeni. 2014) and to prevent social ecological future degradation in responding environmental challenge (Lotz-Sisitka. 2014), By referring to Social Ecopreneur definition by Pastakia (1998) to relate with the education institution as part of ecopreneurial practice, there has been an initiative to putting schools as an organization to adapting green values to the education to promote and enable people to mitigate and adapt to new social and environmental conditions such as climate change; strengthen social justice, peace and security; and prevent further degradation of social-ecological systems and societal structures through education of sustainability development (Lotz-Sisitka. 2014). Green school according to UNESCO Jakarta (2014) is categorized as an initiative which implemented accordingly through the ESD programme by the UNESCO. There is also another definition of green school from the Ontario ministry of education which page is lastly updated in (2014). Green school must have certain principles including protecting the environment, lowering operating costs, improving the health and quality of the learning environment, and integrating learning opportunities with the built environment.

According to The National Environmental Education and Training Foundation (2000) the advantages of schools that adopt environmental education as the central focus of their academic programs frequently demonstrate the following results:

1. Reading, science, social studies, and mathematics scores improve.
2. Students develop the ability to transfer their knowledge from familiar to unfamiliar contexts.
3. Students “learn to do science” rather than “just learn about science.”
4. Classroom discipline problems decline.
5. All students have the opportunity to learn at a higher level.

Hawley Environmental Elementary school in Milwaukee, Wisconsin, is just one example of how an environment-based curriculum can improve students’ academic performance. Reading scores at Hawley exceeded all other schools in Wisconsin that were located in similar income-level areas, and the following year student achievement at Hawley exceeded the state average on state tests and on nationally normed assessments (The National Environmental Education and Training Foundation. 2000).

Also studies about student academic achievement and building condition conclude that the quality of the physical environment significantly affects student achievement.

'There is sufficient research to state without equivocation that the building in which students spends a good deal of their time learning does in fact influence how well they learn' (Earthman, G. 2004).

Green school concept is believed to contribute in making communities more sustainable, explore solutions, and to serve as models of responsible action towards environmental issues (ecoliteracy.org. 2010).

Since 2007, there are includes nearly 5000 public, private and independent schools more than 43 U.S. states and 44 countries representing more than 3 million that are registered under an initiative called the Green School Alliance (The Green School Alliance Synopsis. 2014).

The Association of Southeast Asian Nations (ASEAN), as envisaged by its Roadmap for ASEAN Community 2015, aims for a clean and green environment for the region, and resolves to promote sustainable development through environmental education and public participation (ASEAN. 2014).

Currently in Southeast-Asia there are various policy regarding ESD initiatives and each country has their own version. In Lao there's an initiative called Environmental Education and Awareness Strategy 2020 through a visionary program building on six core values, i.e., green, clean, safe, bright, civilized and charming. The numbers of school that have been registered are 831 private and public schools in 2006. In Malaysia they initiated the Sekolah Lestari program which since 2005, 1,190 schools have participated in that program. In Singapore they initiated Singapore Sustainable Blueprint (SSB) and has ESD as one of its concerns. There are other ASEAN Nations too which even regulates ESD into its national constitution such as The Philippines with their Republic ACT 9512, and Thailand with their National Education Act of B.E. 2542.

In Indonesia, The ESD initiative was launched under the name of "Adiwiyata Program" in 2006 by the Ministry of Environment of Indonesia. It is a cooperation program between the Ministry of National Education and the Ministry of Environment. Through this program, each school community is expected to be involved in school activities towards healthy environment and to avoid negative environmental impacts (ASEAN. 2013).

The word ADIWIYATA originated from 2 Sanskrit words, "ADI" and "WIYATA". ADI means big, great, good, idealistic or perfect; WIYATA means the place where one receives knowledge, norms and ethics in social life. When the two words are joined together, ADIWIYATA has the meaning of a good and idealistic place where one can

find all knowledge and various norms and ethics that can be the basis for human beings towards the creation of prosperity in life and the achievement of the ideals of sustainable development. The school concept must be Sustainable which means all school activities shall be implemented in a sustainable way (ASEAN. 2013).

Since 2006 to 2011 there have been 1.351 out of 251.415 schools in Indonesia that took participation in the program, and total of school that had been received the award of the best practice of Adiwiyata program were only 272 Schools in Indonesia. The Ministry also stated that the program was only widely implemented in majority around Java, Bali and major cities in Indonesia (Indonesian Ministry of Living Environment, 2012).

Also recently In 2014 there was a newly established collaboration agreement between the Republic of Indonesia and United Nations (UN) agencies which hopefully foster a knowledge exchange to share lessons learned and best practices in promoting green education across Indonesia. "Green schools for sustainable development" agreement signatories, the Reducing Emissions from Deforestation and Forest Degradation Agency (BP REDD+), the United Nations Office for REDD+ Coordination in Indonesia (UNORCID) and the Green School Bali, committed to identifying 1 million "green youth ambassadors" in schools across Indonesia by 2017 (Jakarta Post, 2014).

There are examples of schools that implemented ESD and Green concept into its curricula, infrastructure and business process in Indonesia and its well documented in mass media and research papers as described below.

In Bali, Green School Bali, An environmentally conscious school, just outside Denpasar is drawing students from many countries as parents respond to the green credentials and innovative teaching methods. They implemented green-concept through their curricula by involving emotional, intellectual, creative and physical engagement with a chosen theme to its thematic frame and it is student-centered, meaning pupils' impulses determine the activities. For example, students may sing about trees (creative), discuss pollination (intellectual), plant trees (physical) and reflect inwardly on what trees mean to them (emotional). Still the school has been keeping essential basic subjects in their teaching such as mathematics and science subjects in a kinesthetically (learning by doing) method. In its infrastructure, Green School Bali utilizes recyclable waste into several things that is used as either medium for teaching like whiteboards

consist of recycled car windows and power is partly supplied by solar panels and an intermittently operational hydroelectric 'vortex'. (The Age National, 2015)

In Bogor, The Bogor Nature School in April 2010 launched a Waste Bank to pile plastics and cardboards brought from the houses of students. The program aims to increase students' awareness on their environment. School director, Agus Gusnul Yakin, said the program has been going since 2009. The students take the waste to the bank before class starts in the morning. There are 10 cubic meters of garbage collected every day. From the waste they have deposited to the bank, the children will receive points. At the end of the month, the points can be cashed in. Sanitation officers announce the students' achievements and trade them with money ranging from Rp 10,000 to Rp 30,000 per pupil (Jakarta Post, 2010).

Hygienic principles and environmentally friendly waste management also implemented in a Highschool located from Manado, North Celebes at SMAN 7 Manado. The bank accepts deposits of bottles and plastic wraps . Not only keeping most of the waste and selling them, the waste bank also create handcrafts such as flower pot from used bottles and artcraft from used paper (Tribunnews, 2014). Even some of the students believed that their waste deposit in the waste bank had been helping them to cover the cost to pay for school needs such as books. Indonesian Ministry of Living Environment has given a Adiwiyata Mandiri award to SMA 7 because of their achievement in keeping the environmentally friendly spirit among its students. Not to mention other of their eco-friendly facilities such as Green House, Plantation site, 1 acre of School forest, Water waste sewerage installation system, and Biopores (Suaramanado, 2014).

Since the school situated in Purbalingga Regency, it is important to note that Purbalingga has a lingering serious environmental sustainability problem ranged from awful waste management in various sectors to landslides, flood, environmental damages taken by mining activities (Suara Merdeka, 2003). Since the role of educating children is important as stated by Djoehaeri (2014) it is imminent that younger generation need to be aware and educated to tackle the happening issue in order to secure better future.

TKIT "sekolah hijau" Bina Putra Mulia Purbalingga has started to turn to become a school which taught green values, incorporating them into day-to-day basis, thematic teaching and even provide green space and method as a medium of teaching and one of its major concepts as describes in their current profile and have been implemented the idea since 3 years ago. The provided facilities are the garden, composter and used good

warehouse. Referring to Walley, E., & Taylor, D (2002), Ecopreneurship is a practice of business that has strong, underlying green values concerning ecological sustainability in their products and processes. Moreover in detail, Pastakia (1998:159) stated that an institution which seeks to promote an eco-friendly idea/product/technology either through the market or non-market routes may be referred to as may be called a social ecopreneurial organization. Based on those resources, it is implicitly stated that the school can be categorized as social ecopreneurship practice.

Since the school has just started to introduce green values in the education, the school aware that creating much greener concept it is important that the perpetrators need to understand the motivation and enthusiasm to reach the pinnacle of its success and thrives in their business (Witiastuti, 2012).

Moreover In ecopreneur field itself is recognized as under-researched which needs a lot more studies in order to profile the environmentally responsible entrepreneurs which phenomenon was emerged from environmental issues (Schaper, 2002). As the author saw the object of study as fit in the description of Ecopreneur itself.

In Khainrath (2009), mentioned three motivational factors which drives ecopreneurs in doing their businesses such as Eco-Innovation, Eco-Commitment and Eco-Opportunities.

According to the presented background, the author sees the need of further study towards the motivation of Ecopreneur thus the author would like to take this title of **“ANALYZING THE IMPLEMENTATION OF ECOPRENEURSHIP ASPECTS IN EDUCATION BUSINESS: A Case Study of the Owner and Management of Sekolah Pendidikan Anak Usia Dini Islam Terpadu Bina Putra Mulia Purbalingga Regency”**.

1.2 Problem Statement

We live with growing awareness of the complexities of sustainability and the challenges presented by our present patterns of life. Although ecological and humanitarian problems persist, opportunities for creative response continually emerge in line with our increasing understanding of these dynamics. (Ryan and Tilburry et Al, 2010). The world has been responding holistically to implement anything that is possible to improve the condition. Businesses have been also demanded by international communities to be environmentally responsible to respond to the issue which created a phenomenon of the emergence of Ecopreneurs. Education sector is also faced by the same demand to educate people to be more aware of the surrounding environment sustainability both by process and product referring to ESD concept (Education for Sustainability Development) and try to imply it worldwide. Thus, Ecopreneurs may create also education that infuses ESD in their business process and teaching. However the concept of such practice is lacking in empirical studies and practical implementation. According to the presented conditions the author sees the further study in identifying and profiling the motivation of such business.

1.3 Research Questions

- a. How does the Ecopreneur implement ecopreneurship aspects of Eco-Innovation, Eco-Commitment and Eco-Opportunity in Sekolah Pendidikan Anak Usia Dini Islam Terpadu Bina Putra Mulia Purbalingga?

1.4 Purpose of Research

- a. To discover, describe and examine how ecopreneurship aspects of Eco-Innovation, Eco-Commitment and Eco-Opportunity are implemented in Sekolah Pendidikan Anak Usia Dini Islam Terpadu Bina Putra Mulia Purbalingga.

1.5 The Benefit of the research

1.5.1 Theoretical Aspect

The author can utilize all the knowledge and theories obtained during the study program and also to gain more insights in entrepreneurship studies and ecopreneurship in particular. Then the result may be utilized as an input and reference for further studies.

1.5.2 Practical Aspect

The objective is to have several feedbacks for the entrepreneur to have more insights and suggestion on how to create better process their business that is environmentally friendly

This study can be used as a reference for the company that has to do with this research, particularly for education businesses and entrepreneurs who want to start up their business by adapting ESD into their product and processes

1.6 Systematical Writing

Below is the outline of this business research which later on would be contained the analysis of the motivational factor as describes below

1. Chapter I: INTRODUCTION

This chapter consists of Research Overview, Background of the Study, Problem Statement, and the Purpose of Research, which become the cornerstones for this research.

2. Chapter II: LITERATURE REVIEW AND SCOPE OF RESEARCH

Chapter II describes the theories that will support this research. This part also contained the Research Framework of this project.

3. Chapter III: RESEARCH METHODOLOGY

In this chapter, the subject matters are Research Methods, approaches, and analysis techniques to explain and answer the problem

4. Chapter IV: ANALYSIS AND RESULT

This chapter contains discussion and explanation regarding this research based on the analysis that done in this project, and elaborates the theories that already stated in Chapter II.

5. Chapter V: CONCLUSION AND RECOMMENDATION

Consist of restatement of the problem, brief description and procedure, principal findings and conclusions, and recommendations for a further research.