

Implementation of Market Day Activities to Build Children's Social Emotional in Primary School Grade IV at SDN 1 Sambeng Kulon

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Abstract. The role of education is very important in shaping humans into quality resources. The curriculum change implemented by the government in the current era is the Merdeka Curriculum. This curriculum emphasizes aspects of Strengthening the Character of Pancasila Students. This learning is implemented in Strengthening the Character of Pancasila Students activities. The purpose of this research is to analyze the effect of implementation *Market Day* activities to build students' social-emotional at the elementary school level. The research subjects were 4th grade students of SDN 1 Sambeng Kulon, totaling 14 children. The research show that indicate implementation of *Market Day* showed significant changes in students' social-emotional after implementing *Market Day activities*. These changes can be seen in student activities as measured by several socio-emotional indicators, including: (a) Self-Awareness, (b) Self-Management, (c) Social Awareness, (d) Relationship Skills, (e) Dare to Make Decisions. The conclusion of this research is that the implementation of *Market Day* activities in class IV is able improve social- emotional skills in students.

Keywords: Social Emotional, *Market Day*.

1. Introduction

Education is one of the important aspects to form quality human resources. Education is one of the main pillars for the progress of a nation. Education is preparing humans to solve life problems in the present and in the future [1]. The benchmark of a nation's progress can be seen from the success rate of students in a learning proces This government policy in education in regulating the national education system. Government policy is contained in Law No. 20/2003 on the National Education System which states:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and the nation."

The curriculum change implemented by the government in the current era is the Merdeka Curriculum. This curriculum emphasizes aspects of the Pancasila Learner Profile Strengthening

Project for students and other competencies in accordance with the 21st century. The Pancasila Learner Profile Strengthening Project in elementary schools takes concrete actions in responding to social changes in society, such as entrepreneurship.

Entrepreneurship is defined as a process in which a person or group of people uses organized efforts and means to pursue opportunities to create value and grow by meeting wants and needs through innovation and uniqueness[2]. Entrepreneurship is defined as a soul attitude and mental that is always creative or working, active and humble, trying to income in its business. The current era of educational institutions not only prepares students to be ready to work but also ready for entrepreneurship so that they have higher competitiveness. Entrepreneurial character needs to be instilled early. The right educational institution to implement entrepreneurship education programs is elementary school [3]. The cultivation of entrepreneurial character at the most basic level is expected to have a significant effect on entrepreneurship. Entrepreneurship has not been implemented optimally and is rarely considered by teachers.

Providing entrepreneurial competencies such as productive activities to learners makes them an effective figure in life[4]. If students have entrepreneurial skills they can become more responsible for their lives personally and socially. The *Market Day* program is a program implemented by school institutions as a program to develop students' skills in entrepreneurship. The application and development of skills carried out from an early age will be a strong foundation for students' entrepreneurial abilities. Entrepreneurial skills are an ability that a person has, in this case students as a form of mastery of knowledge and apply it to real activities in their lives.

Market day can be interpreted as an example of integration between the application of education and entrepreneurship education that involves all students in learning the process, production, and consumption. Production activities are to give responsibility to students based on class in turn to make a product that has selling value and is beneficial to the entire school academic community. For this reason, students are asked to sell a product (distribution), while other students including teachers are responsible a consumers. *Market Day* activities can be carried out independently by producing their own goods or producing in groups according to the interests and products to be sold by students[5].

Students are directly involved in an activity, they act as sellers and buyers in *Market Day* activities. Entrepreneurship education must be applied to students at the elementary school level, so that it can foster an optimal entrepreneurial mentality, and in accordance with the stages of age development. Therefore, this ability can be applied to students to be trained to habituate an attitude and develop oneself.

Social emotional development is a development that develops sensitivity and teaches children to live socially with other people, parents, peers and society. In this social development, children better understand other people's opinions, respect friends, so that with this, students can learn to play social roles in the community, develop social attitudes towards others and social activities in the community. According to Hurlock who states that social development means the ability to behave in accordance with social demands, while emotions can play such an important role in life.

The success of a person's life is more determined by emotional abilities than intellectual abilities. The dominance of someone who is emotionally intelligent will master a variety of personal skills and be easy to get along with[6]. Conversely, someone who does not have a good emotional or can be said to be bad such as difficult to control attitudes, easily anxious, irritable, sad, naughty, or may have an arrogant attitude so that many people do not easily like them and even tend to avoid people with such conditions.

Social emotional development is the sensitivity of children in understanding the feelings of others when interacting in everyday life. Hurlock argues that social emotional development is a development related to behavior in accordance with social rules, where this development is a process where children can train social stimuli, especially those obtained from group rules and learn and get along and behave. The child's level of interaction with others starts from parents, siblings, playmates to the wider community. It can be understood that social-emotional development cannot be separated from one another. In other words, discussing emotional development must intersect with social development, and vice versa, discussing social development must involve emotions, because both are integrated in a complete psychological frame[7].

The purpose of holding *Market Day* is to foster an entrepreneurial spirit, understand the business world, train creativity and innovation in children. *Market Day* can also foster self-confidence in children, improve children's communication skills and train children's business intelligence. Parents can utilize *Market Day* activities to show their support for their children's educational process, while teachers and schools can utilize the *Market Day* vehicle to strengthen the solidity of the school community. If *Market Day* takes place optimally, then so many benefits for the benefit of education at school can be achieved at once[8]. Another goal of this *Market Day* is to help students know more about various things when used to identify *Market Day* activities that have an impact on students' social-emotional, so that student achievement can be achieved according to the target. This research is to find out that the implementation of *Market Day* activities can be applied in learning the Profile of Strengthening Pancasila Profile Students in class IV.

The aspects in the P5 dimension are: faith and devotion to God Almighty, global diversity, independence, mutual cooperation, critical reasoning, and creativity. Strengthening the profile of Pancasila school students needs to be supported in real terms with constructive and supportive activities to produce students who are competent and have good national character so as to achieve a Pancasila student profile. The application of a real learning process to students through community images in accordance with the dimensions of the Pancasila student profile is by applying the creativity dimension, namely the "*Market Day*" activity.

The researcher took the research location at SDN 1 Sambeng Kulon, Kembaran Regency. SDN 1 Sambeng Kulon is one of the elementary schools that implements *Market Day* learning activities. Changes in the Social Emotional Attitudes of students at SDN 1 Sambeng Kulon are applied to children through *Market Day* activities and the role play method. The problems in this study are formulated as how *Market Day* learning activities for students, how *Market Day* activities through role play, and how social emotional improvement in *Market Day* activities and role play methods. The purpose of this study is to obtain findings regarding *Market Day* activities for students, regarding *Market Day* activities through the role play method and regarding social emotional improvement in *Market Day* activities at SDN 1 Sambeng Kulon.

[9]. This research is expected to increase knowledge about *Market Day* learning activities in improving social-emotional in students, can be used as a consideration to add insight into the cultivation of entrepreneurship or guidelines for taking a policy regarding *Market Day* learning activities.

2. Research Methods

This research uses qualitative research with descriptive of methods. This type of research is qualitative descriptive research, which is research that aims to know and understand a phenomenon that has been experienced by the subject under study such as behavior in an activity, language, behavior, motivation, an action, and so on that is carried out in real terms, by means of descriptions formed by language and word pronunciation, in a special natural context also utilizing various natural methods through the role-playing method[10].

Data were obtained through observation, interviews conducted directly during the *Market Day* activity process related to the relationship of social emotional changes in students. The interview method was used to explore information about the social-emotional impact of children while participating in *Market Day* activities. The research was conducted at SDN 1 Sambeng Kulon Korwilcam Dindik Kembaran, Banyumas Regency, involving 14 fourth grade students as research subjects. The researcher tries to provide a description in a real, clear manner based on real data that has during the study on *Market Day* learning activities in improving the social-emotional of students at SDN 1 Sambeng Kulon Kembaran District. This research uses observation and documentation techniques. The instruments used used observation sheets and documentation.

Data analysis is a process of systematically searching and organizing research data to increase an understanding of all things collected and it is possible that it must be presented with what we have found in a study [11]. The data analysis used in this study is the Miles & Huberman data analysis model, which suggests a qualitative descriptive research data analysis model consisting of three stages, namely: Reduction, Data presentation, and conclusion drawing.

3. Result and Discussion

Schools are places of socialization that influence the formation of knowledge, attitudes, values, behavioral norms and expectations to participate effectively in society. Education in schools creates a generation with strong character to compete in the era of globalization. One of them is a school program that becomes a field for children to get along with other people. One program that is often carried out in schools to support independent curriculum-based learning is the implementation of *Market Day* activities, which is a school program that specifically teaches students how to interact and transact.

Market Day teaches children to be able to organize themselves [12]. In addition, this activity is a lesson for students to be taught to market products to their friends, teachers and even outsiders[13]. This study has an influence on children's social-emotional, including: (a) Self-Awareness, this self- awareness is related to students who have an awareness of their social

spirit in helping fellow friends when students do buying and selling activities. (b) Self-Management, this has an impact on training students' patience in the buying and selling process on *Market Day* activities, (c) Social Awareness, as evidenced by the absence of a bargaining process between students in order to appreciate each other's merchandise, (d) Ability to Relate, as evidenced by the existence of communication between one student and another without any embarrassment, (e) Dare to Make Decisions, as evidenced by students being able to make decisions in transactions.

Based on research that has been conducted at SDN 1 Sambeng Kulon through interviews, observation and documentation methods to find out the extent of *Market Day activities* for students, find out *Market Day* learning activities, and find out social emotional improvement through *Market Day* activities at SDN 1 Sambeng Kulon. The results of the research can be known from the description or description that will be presented below:

Market Day activities of students which include understanding *Market Day* activities, planning, implementing, the purpose, the theory, and the role of parents in *Market Day* activities to find out the social-emotional in students is largely in accordance with the level of developmental achievement in an aspect even though there are several obstacles such as the lack of selling interaction shown by one of the students.

Preparation for this activity is not entirely the teacher who plans or organizes but children are involved with the teacher in preparing *Market Day*. Children's involvement certainly requires dependence on parents because parents are asked to make food or drinks that will be sold in *Market Day* activities. Parents help their children to provide according to the teacher's instructions for the smooth running of an activity. As a result of this activity, three groups in the implementation have shown active involvement and are fully serious in practicing buying and selling activities in this *Market Day*. The application of the role play method has gone well, because with the *Market Day* activity the teacher can present real learning directly so that children are encouraged to have a connection between knowledge, experience, and its application in everyday life, so that the social-emotional learners can grow by themselves.

Implementation activities based on the observation process that has been carried out by researchers, there are several *Market Day* learning activities carried out in increasing the interpersonal intelligence of early childhood. The first is the direction of the environment where the teacher prepares and organizes equipment in *Market Day* activities. In the early learning activities there are directions before the *Market Day activities* take place, namely the teacher informs the activities that will be carried out after the break, students are trained to always be grateful for the blessings that Allah has given, students are trained to care by asking who their friends are absent, and the teacher conveys the expectations and motivation of students for each experience. Clapping hands, singing according to the theme, the habit of prayer before learning, all of that is applied to the activity begins.

In the core activities taught to students are activities that are in accordance with the theme, after that carrying out additional activities carried out at break time. During *Market Day* activities there is direction during the activity, namely by means of students being developed and improved through role playing and trained in language and behavior about *Market Day activities*, students are open to teachers to overcome difficulties, students are reminded and directed to the rules of the activity, ensuring all students participate actively in learning

activities, and students are observed for their development by paying attention when *Market Day activities* take place.

At the end of *Market Day* activities, students are taught in terms of playing a role, socializing and cleanliness around their class, students are trained in their responsibility to clean up equipment and media after use. During the closing activity or the final activity carried out is the teacher asking about students' learning activities that day, and not forgetting that students are given information on tomorrow's activities. This research shows that there are changes in social-emotional attitudes during *Market Day* activities. This research can be used as a benchmark and source of information regarding the activities of the Pancasila Student Strengthening Profile Project with the theme of *Market Day activities*.

4. Conclusion

The social-emotional development of *Market Day* activities is an activity that affects each other. The *Market Day* program is a program designed to improve entrepreneurship skills in students, especially at the elementary school level. *Market Day* activities carried out at school create an active and fun school atmosphere so that school becomes a place that is missed by students and becomes an encouragement to go to school and take part in learning. This explanation can be taken as the main point for the development of children in the future, namely the *Market Day* program can give birth to a generation that has high social and emotional attitudes such as enthusiasm (cheerful), never giving up, getting used to a healthy lifestyle, tenacious, meticulous, honest, obeying rules and helping each other. The application and development of skills carried out early on will be a strong foundation for entrepreneurial abilities in students.

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