

An Internalization of Entrepreneurship's Values Through Market Day in Elementary School

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Abstract. Facing the industrial revolution 4.0 and the challenges of competition that is so swift from within and outside the country such as the MEA (ASEAN Economic Community) requires that the Indonesian generation has the skills in life that must be fostered from an early age, one of which can be through education in schools. So much effort in building students' life skills through the cultivation of character values and entrepreneurial values as an effort to shape the nation's competitiveness and character through learning. This study aims to describe the internalization of entrepreneurial values through the "Market Day" school program in elementary schools as one of the actual conditions of entrepreneurship learning in elementary schools. This research is a qualitative descriptive design with observation, documentation and interviews as research instruments. The subjects of the study were 4A grade students of SDIT Darajatul Ulum Depok. This program is integrated with several subjects including IPS, English and Mathematics. Based on research results, this program is one way to internalize entrepreneurial values that aims to help students have attitudes, knowledge, and skills to act in line with entrepreneurial values. In this program hone students' ability to be independent, creative, risk-taking, action-oriented, leadership, and hard work.

Keywords: *Values, entrepreneurship, market day, elementary school*

1. INTRODUCTION

The inculcation of entrepreneurial values as an effort to foster entrepreneurial character and skills, and foster a culture of entrepreneurship begins with an understanding which can then become a habit of students. Maria Montessori [1] said that "education is obtained not by listening to words, but by experience of the environment" (Montessori, 2007: 6). Epistemologically, entrepreneurship is essentially an ability in creative thinking and innovative behavior that is used as a basis, resources, driving force, goals, tactics, and tips in facing life's challenges. An entrepreneur can not only plan and speak, but can also act, realize the plans in his mind into an action oriented to success. For this, creativity is needed, namely the mindset of something new, and innovation, namely the action of doing something new. Entrepreneurship education aims to form a whole human (holistic). According to Rahman [2] The goal of holistic education is to help develop the individual potential of children in a more pleasant, democratic and humanistic

learning environment through experience in interacting with their environment. Basically, entrepreneurship education can be implemented in an integrated manner with educational activities in schools. Entrepreneurship education is implemented in the curriculum by identifying the types of activities in schools that can realize entrepreneurship education and be realized by students in their daily lives. In this case, entrepreneurship education programs in schools can be internalized through various aspects. Entrepreneurship education in general is an educational process that applies the principles and methodology towards the formation of life skills in its students through an integrated curriculum developed in schools. The first stage (elementary school) the implementation of entrepreneurial values is taken 6 (six) points, namely: 1. independent 2. creative 3. dare to take risks 4. action-oriented 5. leadership 6. hard work. But in this case it does not mean limiting the inculcation of values that all schools uniformly internalize the six entrepreneurial values, each level of the education unit can internalize other entrepreneurial values independently according to the needs of the school.

According to Alma [3] Entrepreneurship plays a role in increasing the capacity of the workforce, building generators, examples for other communities, helping others, empowering employees, living efficiently, and maintaining environmental cleanliness. Entrepreneurial spirit will encourage someone to take advantage of existing opportunities into something profitable. In line with Kurniasih [4] Entrepreneurial Behavior is an individual's response to an entrepreneurial stimulus. The behavior is an action that can be observed and has a specific frequency, duration and purpose for entrepreneurship, whether realized or not.

Center for Policy Research and Education Innovation (May 27, 2010) [5] obtained information that entrepreneurship education is able to produce positive perceptions of the profession as an entrepreneur. The problem is, entrepreneurship education in schools has so far only touched the level of introduction of norms or values, and not at the level of internalization and real action in everyday life. Entrepreneurship education in Indonesia still lacks sufficient attention, both by the world of education and society. (Ministry of National Education Research and Development Agency Curriculum Center, 2010) [6]. According to Wibowo [7] it was for the sake of encouraging the stagnation of formal education that Agus suggested that entrepreneurship education could underlie national education directions. By developing and instilling entrepreneurial values, national education will produce graduates who are always independent, creative, and innovative. As a human resource development project, entrepreneurship education will elevate the degrees of both students and students. Entrepreneurship education in formal education upholds the spirit of to know, to do, and to be entrepreneur.

Entrepreneurship in elementary schools is the basic learning of entrepreneurial values as an effort to introduce and instill an entrepreneurial spirit in students. There are no specific entrepreneurship lessons in primary schools in the 2013 curriculum but thematic learning through the application of values contained in entrepreneurship through daily habituation in the family, school and social environment. In entrepreneurship education the need to accelerate experience and mindset. In entrepreneurship education that we want students to transmit is the mindset and behavior of an entrepreneur to the student until he behaves and is entrepreneurial. Education is to form independent students through thought patterns and the provision of competencies and skills. So in entrepreneurship education, students will develop entrepreneurial behaviors and respond to future challenges.

According to Wahyono [8] Entrepreneurship education is one form of application of the world of education concern for the progress of the nation. In entrepreneurship education, it is shown that there are values and forms of work to achieve success. Entrepreneurship education is a conscious effort made by educational institutions to instill knowledge, values, souls, and

entrepreneurial attitudes to students. This aims to be able to create new entrepreneurs that are reliable, characterized and can improve the welfare of the community. According to Khulafa [9] Providing entrepreneurship education in elementary schools is expected that children have an understanding and character of entrepreneurship since childhood so that they are able to apply it in the future. According to Rachmadyanti [10] Elementary school students can be trained to develop attitudes, souls and entrepreneurial abilities through various creative activities that can be integrated with the applicable curriculum. In research M. Noor & Nurul R.A. 2017 [11] states that teachers say learning Indonesian with entrepreneurial values in learning Indonesian is indeed not easy. In class IV Elementary School 2013 Curriculum there is a theme of various occupations that can be inserted into the content of entrepreneurial values. In learning one, it explains about various occupational professions and economic activities. The teacher claims to have difficulty when developing the teaching material independently. This difficulty exists because in the development of teaching materials containing entrepreneurial values, teachers must understand about entrepreneurship. The success of the entrepreneurship education program can be known through the achievement of criteria by students, teachers, and school principals which include: 1) students have a high entrepreneurial character and behavior, 2) the classroom environment is able to develop the habits and behavior of students in accordance with internalized entrepreneurial values, and 3) the environment of school life as an entrepreneurial learning environment. From the description of the concept of entrepreneurship education above, it can be concluded that entrepreneurship is basically focused on efforts to learn about one's values, abilities and behavior in creating and innovating. Therefore, the object of entrepreneurial study is the values and abilities of a person which is manifested in the form of attitude.

2. RESEARCH METHOD

This study is intended to illustrate the internalization of entrepreneurial values that occur in the 'Market Day' Learning process in the field. This study aims to describe the internalization of entrepreneurial values through the "Market Day" school program in elementary schools as one of the actual conditions of entrepreneurship learning in elementary schools. Therefore, this study uses exploratory research. Using exploratory research, the focus is on finding ideas and insights about learning models in internalizing entrepreneurial values. This research was conducted at SDIT Darajatul Ulum Depok City, West Java, Indonesia. Researchers chose this location because SDIT Darajatul Ulum already had facilities and curriculum that can support the development of entrepreneurship, the 'Market Day' program. The research subjects were students at SDIT Darajatul Ulum, totaling 12 boys and 8 girls. The development of research instruments in this research is observation, interview and documentation study.

3. RESULTS AND DISCUSSION

The 'Market Day' learning program starts from grade 1 to grade 6 which is conducted at the beginning of the semester (odd) of the new school year. This program is integrated with several subjects including IPS, English and Mathematics. According to Targana [12] Thematic learning is integrated learning that uses themes to link several subjects so as to provide meaningful experiences to students. Thematic learning model is a learning model whose development begins by determining a particular topic as a central theme or topic, after the theme is determined then the theme is then used as a basis for determining the basis of sub-themes from other related fields of study (Fogarty, 1991: 54). Integrating subjects in entrepreneurship learning is an attempt to internalize entrepreneurial values as in research based on source

triangulation and technical triangulation carried out by Hananta [13] that teachers at Aisiyah Bantul Primary School of Primary integrate integrating entrepreneurial values into subjects such as; independence, accuracy, discipline, cooperation, perseverance, creativity, tenacity, honesty, responsibility, and decision-making abilities. The values developed by each teacher are different. The difference in grades is adjusted to the subjects taught, and the level of development of students' needs is different.



Gambar 1.'Market Day' Personal Documentation

The program is made into the school curriculum and student programs that involve class teachers, students and parents of students. The aim of the 'Market Day' as a school program is expected to be more effective in increasing students' understanding of entrepreneurial values that learn from theory and then practice firsthand. Based on the characteristics and character of entrepreneurship according to Abidin [14] are: 1) self-confidence, self-confidence, independence, individualism and optimism, 2) task-oriented and the results of the need for achievement, profit orientation, perseverance and perseverance, determination to work hard,

have a determination strong, energetic encouragement and initiative, 3) risk taking, ability to take reasonable and challenging risk, 4) leadership behavior as a leader, associating with others, responding to suggestions and criticisms, 5). Innovative and creative and flexible originality, 6). future oriented and forward-looking, perspective. Students learn by doing an independent process by opening their own stands, making their own creations for products and decoration of the place of sale, writing their own interesting words for stands and products, students interacting directly honing their social skills by serving buyers, students are made to use English as the language of instruction , financial transactions by counting themselves all transactions hone mathematical abilities, with integrated in several lessons to form their own attitudes, understanding and skills.

Norman M. Scarborough and Thomas W. Zimmerer [15], "An entrepreneur is one who creates a new business in the face if risk and uncertainty for the purpose of achieving profit and growth by identifying opportunities and assembling the necessary resources to capitalize on those opportunities ". Based on Phillip Kotler [16], marketing is a type of social activity and adjustment that is sought by individuals or groups to achieve what they want by making products and exchanging them with a certain nominal value to other parties. So, we can say that marketing activities is a process of how a product can be known and desirable so that there are transactions between one party to another based on agreement. Matters which include marketing activities are determining products, determining prices, after-sales services (packaging and promotion) and sales (distribution of goods). The 'Market day' program provides opportunities for children to learn marketing activities by making their own products or consignment, how to make them attractive by packaging and promoting them, and how to sell them in interesting ways. Through all these processes there are entrepreneurial values in them and children are accustomed to what is felt through direct experience so that it will indirectly be formed plus habituation which they will practice in their lives [17].

The 'Market Day' implementation consists of 4 steps and components, including:

1. Product, is everything that is promoted to consumers so they can see, hold, then buy and consume. Products consist of: product variety, quality, design, features, brand name, packaging, size, service, guarantee and return.
2. Price, is a certain amount of money used by consumers to pay for the product they bought or the value determined by the seller of the value of the goods they sell.
3. Place is the land or facility available as a location in the sales process to produce goods that are sold and will be available to the market or consumers as well as the place where the product is delivered to the hands of consumers.
4. Promotion, is various activities that conclude the communication process and product introduction to consumers directly or indirectly.

internalization of entrepreneurial values applies the 4 components above.

1. Students create creative product ideas and convey them to parents because the 'Market Day' process also involves parents, but may only assist them to be independent for each 'Market Day' process.
2. Students set prices on each product produced in accordance with the difficulties and costs of producing goods when made, Dare to take risks and minimal leadership for decisions taken,

- but usually on the day of market activity in elementary schools can sell goods at prices that are not too expensive and consistency, in accordance with the agreement of the teacher and parents and usually the price of the product is the same.
3. For action-oriented sales centers children are invited and given the opportunity by teachers to decorate and arrange the kiosks they will use to sell their products.
 4. Finally students learn the hard work of promoting merchandise to consumers by communicating directly to mention the name of the item and the price of the item. And they can also learn supportive trading calculations when they make transactions.

4. CONCLUSIONS

Based on the results of research that "Market Day" stimulates students' original thinking to be independent, creative, risk-taking, action-oriented, leadership, and hard work. Internalization of entrepreneurial values is absorbed through the practice of entrepreneurship. In this way, learning is not limited in terms of knowledge and information, but more than that accompanied by the teacher, their parents give students the opportunity to make a habit that will be remembered and practiced in their daily lives. students can work together, communicate, and use critical thinking while doing, facing and completing the learning process. 'Market Day' provides an opportunity for children to have a platform in direct sales and meet their customers. 'Market Day' is also a medium in social education, where children make their social transactions with others. This program fulfills entrepreneurial values when children make the initial stages of starting entrepreneurship, the transaction process and the final process of calculating sales, where the process of internalizing entrepreneurial values is achieved by assessment through indicators of the achievement of entrepreneurial values at the elementary school level.

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